University of Washington Seattle Campus

Report on Emergency Preparedness for Special Needs Populations

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Foreword

The University of Washington (UW) Seattle Campus Report on Emergency Preparedness for Special Needs Populations represents the first step in a comprehensive analysis of the University of Washington's capacity for special needs preparedness on the Seattle main campus. This document characterizes the special needs populations on campus, identifies issues associated with special needs preparedness and proposes mid- and long-term solutions and mitigation steps. Due to the nature and restrictions of the source grant funding, the UW Tacoma and UW Bothell campuses are excluded from this study. The scope of this study investigates the direction the University will take to enhance special needs emergency preparedness.

The Seattle Campus Special Needs Report was prepared in its current form by Kate Nickel, Special Needs Project Coordinator, and the UW Office of Emergency Management. Funding for this project was made possible by a 2003 Federal Emergency Management Agency Disaster Resistant University planning grant.

Recommendations on how this document can be improved should be addressed to:

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Executive Summary

Background

Among this small "city" of students, faculty, staff, and visitors on the University of Washington Seattle Campus are people who may require more individualized assistance in the case of an emergency. Often called *special needs populations*, the terms *"vulnerable populations"* or *"specific needs"* are also used. These special needs populations include:

- minors under the age of 18
- physically, psychologically, cognitively, and sensory impaired persons
- hospitalized patients and others with medical conditions
- frail elderly
- non-English speaking persons
- companion, service, and research animals

The Report on Emergency Preparedness for Special Needs Populations is an analysis of the special needs populations, stakeholders' emergency responsibilities, and recommendations to strengthen emergency preparedness for special needs groups. This study was funded by a 2003 Federal Emergency Management Agency Disaster Resistant University planning grant. The study does *not* include detailed analysis of each building/department emergency plans. Rather, this study identifies major stakeholders and selected policies relating to emergency preparedness for special needs populations and recommends steps for assisting the University in enhancing its special needs emergency preparedness.

Study Methods

Emergency policies from other key universities were reviewed as available on the Internet. Stakeholders at the University and local community groups were interviewed to identify existing capabilities and resources that are lacking on the campus, and obtain estimates for the size of the University's special needs populations. National and local organizations were also contacted to uncover possible resources and recommendations for special needs populations before, during, and after emergencies.

Findings

The University of Washington Seattle Campus has a diverse group of special needs populations with unique requirements for emergency preparedness.

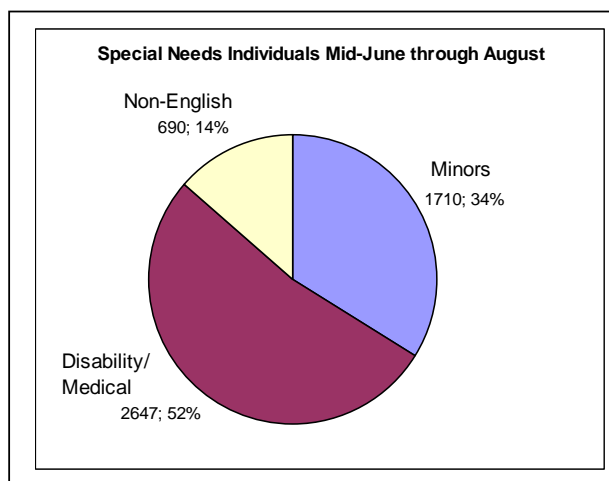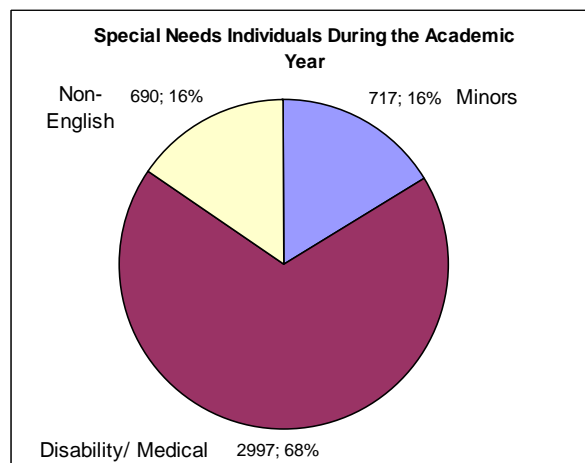# Estimate of Special Needs Groups on the Seattle Campus (Census)

Children
Minors 17 and under can be found on campus at the University of Washington Medical Center (UWMC), daycare centers, Experimental Education Unit, Burke Museum, athletic facilities, and many other buildings on campus. The largest numbers of children are found on campus during the summer months when numerous summer programs are held, with roughly 1,700 present.

Persons with Disabilities or Medical Needs
Persons with Disabilities or Medical Needs are found throughout campus, with a significant concentration at the UWMC. Between students, staff, visitors, and medical patients approximately 3,000 individuals with disabilities/medical needs are on campus, with levels highest during the school year.

Non-English Speakers
Significant concentrations of Non-English-speakers are found at UWMC and the UW Extension English Language Program facilities. On a daily basis 80-120 patients at the UWMC are provided with translation services, and 400-800 students participate in the English Language Program.

Special Needs Individuals During the Academic Year

- Non-English 690; 16%
- Minors 717; 16%
- Disability/ Medical 2997; 68%

Special Needs Individuals Mid-June through August

- Non-English 690; 14%
- Minors 1710; 34%
- Disability/ Medical 2647; 52%

Animals
Over 200,000 research animals are located in research facilities throughout the Seattle campus. Animals used in research include: fish, mice, rats, dogs, rabbits, chickens, frogs, and non-human primates. Such a large number means that research animals outnumber people on campus by more than 3:1. The number of companion or service animals present on campus is not known.

Recommendations
- **Assemble an inventory of special needs populations linked to campus location and a voluntary real-time location program.**
    - investigate voluntary communication systems with special needs individuals such as global positioning chips, text messaging, pagers, or two-way radios
    - consider global positioning chips for tracking animals of a certain size or critical nature of recovery
    - incorporate the locations of concentrated special needs populations from current census estimates into the campus hazards map

- **Raise awareness of emergency preparedness special needs resources for students, faculty, and staff.**
    - enhance outreach to both the special needs populations and those who deal with them frequently
    - use existing infrastructure of materials available such as the *Access Guide* or course syllabi
    - improve dissemination to special needs groups through using local resources like the DO-IT program, national resources from organizations like the Red Cross, and more formats like UWTV
    - examine special needs related audiences to target and the most effective channels

- **Update current evacuation and emergency operations plans around the university based on emerging knowledge related to special needs populations.**
    - incorporate emerging guidelines on disability accommodation for emergencies and lessons from recent disasters
    - review the current special needs emergency policies for Environmental Health and Safety since these are a guide for all other units and departments
    - strengthen preparations for research animals in the evacuation and recovery areas of emergency policy
    - consider updates for units that frequently deal with special needs individuals
    - investigate a more comprehensive compliance program
    - post resources on the OEM Website

- **Include special needs individuals, university experts, and staff involved with animal research in policy planning and practice drills.**

- **Expand emergency communication methods for non-English speaking individuals.**
    - consider enhancing emergency signage
    - secure backup translation services or volunteers
    - create a phone line or website for emergencies with translation capabilities

Overall, strengthening emergency preparedness for the special needs groups on campus will not only serve those populations but help the University in general be more prepared for the next disaster.

Study Overview

Purpose

On any given day, over 60,000 people are present on the University of Washington Seattle campus. Among this small city of students, faculty, staff, and visitors are people who may require more individualized assistance in the case of an emergency. Often called special needs (SN) populations, the terms vulnerable populations or specific needs are also used. These vulnerable populations include minors under age 18; physically, psychologically, cognitively, and sensory impaired persons; hospitalized patients and others with medical conditions; the frail elderly; and non-English speaking persons. Companion and research animals are also considered to be special needs groups.

The recent events of 9/11 and subsequent natural disasters of the Sumatra tsunami, and Hurricanes Katrina and Rita, have extended heightened awareness in the need for emergency preparedness to vulnerable populations, especially to people with disabilities. At the federal level, President Bush recently signed an executive order in 2004 that instructed Federal agencies to "consider, in their emergency preparedness planning, the unique needs of agency employees with disabilities and individuals with disabilities whom the agency serves," indicating the importance of addressing populations with disabilities in emergency planning. *See* Exec. Order No. 13,347, 69 FR 44573. Higher education institutions consequently have been feeling more urgency in the need to adapt their plans to be more accommodating to those with disabilities. A survey of 60 different colleges demonstrated that higher education policies for special populations vary widely and that "benchmarks" needed to be established (see appendix E).

Beyond disabled populations, the unique characteristics of a university setting make it host to a variety of other aforementioned populations—small children, foreigners, research animals—that must also be addressed to ensure the most comprehensive emergency preparedness possible. A survey of other university institutions considered leaders in emergency preparedness revealed little in the way of publicly accessible plans for special needs populations other than evacuation or sheltering-in-place procedures for students or staff with disabilities[1].

In order to enhance current emergency preparedness for the special needs populations on the Seattle campus, research was necessary to determine the nature of the special needs populations and what kinds of emergency polices and procedures are in place.

STUDY GOALS

Goal 1	Obtain estimated numbers and locations/concentrations of these Special Needs (SN) populations
Goal 2	Identify stakeholders, document their capabilities and identify gaps in resources for SN populations
Goal 3	Develop a framework of recommendations for enhancing special needs preparedness throughout the campus

The study does not include detailed analysis of each building/department emergency plans[1]. Instead this study identifies major stakeholders and selected policies relating to emergency preparedness for special needs populations and recommends steps for assisting the various offices, departments and units of the University in developing more comprehensive special needs emergency plans. The study was funded by the Federal Emergency Management Agency's Disaster Resistant University planning grant program.

Planning Assumptions

The University of Washington owns/leases space in numerous buildings within the city of Seattle. For the purpose of this study the Seattle campus was defined as all buildings contained East of Interstate 5, South of NE 47th Street, West of NE 37th Street, and North of the Ship Canal and Union Bay. The only exceptions to these boundaries are the UW Recycling Center on 4535 Union Bay Place, and the Radford Court apartments located on Sand Point Way NE since these are apartments owned by the university that house students and contain one of the University daycare centers.

Methodology

Context of Study
In 2004 the University of Washington was selected as one of 28 universities to receive additional Disaster Resistant University (DRU) grants funded by the Federal Emergency Management Agency (FEMA), a division of the US Department of Homeland Security. The UW received a $300,000 planning grant that was matched locally to develop and implement seven projects, including the special needs study, aimed at mitigating the effects of natural disasters.

Research Process
The first step was to review the major emergency plans and studies of the University of Washington including the University Emergency Response Management Plan (ERMP), the UW Hazard Identification and Vulnerability Assessment (HIVA), and the Seattle Campus Evacuation Plan. Then emergency policies from other key universities were reviewed as available on the Internet[2]. The next step was to interview stakeholders at the University and local community groups, identify existing capabilities and resources that are lacking on the campus, and obtain estimates for the size of the University's special needs populations. National and local organizations were also contacted to uncover possible resources and recommendations for special needs populations before, during, and after emergencies.
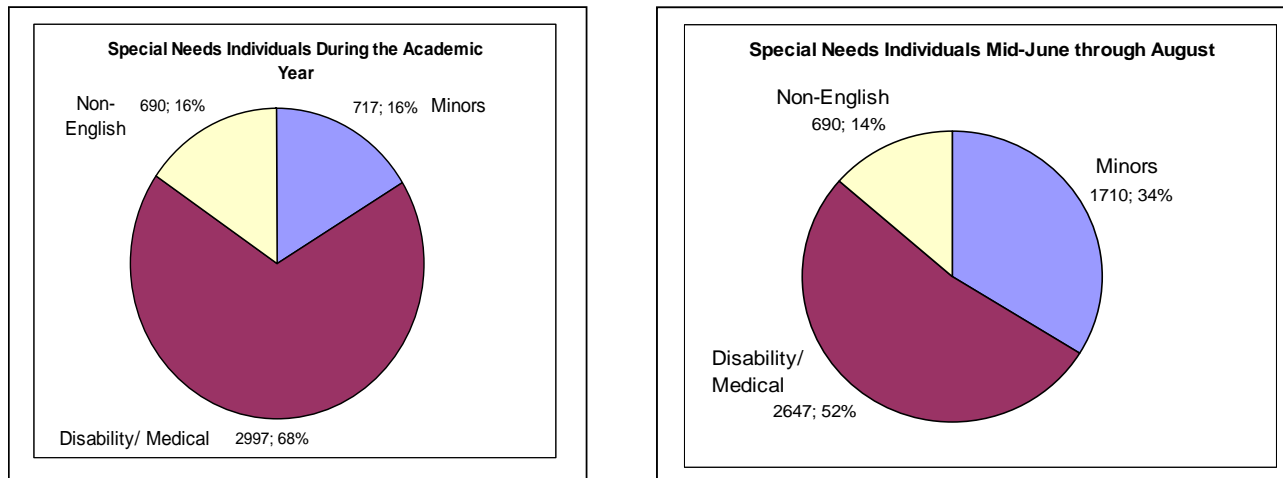
Reports
A copy of this report can be found at: http://www.washington.edu/emergency

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[1] These plans are maintained, reviewed and produced with the assistance of the UW's Environmental Health and Safety Department.

Special Needs Populations on Campus

The available inventories and estimates of special needs individuals located on the Seattle campus were gathered. The numbers in the following pie charts represent a best guess of individuals present on average during normal business hours on a weekday.

Special Needs Individuals During the Academic Year

Non-English 690; 16%
Minors 717; 16%
Disability/ Medical 2997; 68%

Special Needs Individuals Mid-June through August

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Persons with Disabilities/Medical Conditions

The largest groups of people on campus who may have special needs are those with a disability or medical condition. For the purposes of this study a disability could be any condition that affects cognitive function such as a learning disability; mobility, sight, hearing, psychological or emotional functioning such as panic disorder, or any other medical condition such as diabetes or epilepsy that would require special attention or preparations in the case of an emergency. Frail elderly persons would also be included in this category.

Students who are accepted to the University can declare a disability/medical condition on their admissions acceptance form and/or approach the Disability Resources for Students (DRS) Office if any kind of accommodation is needed for academic purposes. The University registrar keeps a record of all students who declare a disability through admissions or the DRS and have further categorized the nature of the students' disabilities into eight separate categories (see appendix F for the student disability classifications chart used by the registrar). The registrar recorded in Fall Quarter of 2004 approximately 480 students who had declared a disability/medical condition. Fall quarter is typically the quarter with the highest level of enrollment.

Aside from students admitted into a degree earning program there are several other programs: non-degree programs, UW extension classes, evening classes, and special summer programs that can also bring students with disabilities to campus. One noteworthy summer program is called Disabilities, Opportunities, Internetworking & Technology (DO-IT). This program brings approximately 20 high-school age students with disabilities to the campus for several weeks to explore the possibilities of higher education and adaptive technologies (Zawada, Interview). A program called ACCESS is for people 60 and over who would like to audit University courses**.**

In addition to ACCESS participants, whose numbers are currently being gathered, the registrar noted 49 students age 60 and older officially registered in the fall quarter of 2004, the oldest being 75 years old (Mildon, Interview).

Like students, employees voluntarily declare a disability during the hiring process. A recent survey from 2004 showed that approximately 500 employees were on record as having a disability. Because disclosure is voluntary, there may be more employees with disability that remain unknown to the University (Remick, Interview; see appendix G). Six employees with cognitive disabilities are employed at the UW Recycling Center (Kaufman, Interview).

> **FACT:** The UW reserves 900 disability parking spaces for Commencement.

Visitors requiring assistance because of a disability can contact the Disability Services Office (DSO). Last year there were approximately 100 requests to provide assistance on campus for hard of hearing or Deaf. Some requests served multiple visitors such as accommodation for a graduation ceremony (Matthews, Interview). Athletic and other special events also bring a large amount of visitors with disabilities to campus. Records of disabled parking during more popular sporting events such as football or basketball can bring more than 450 patrons who qualify for disabled parking (Taylor, Interview; see appendix G). Elderly alumni are a significant portion of such visitors. Husky Stadium can accommodate about 61 individuals in wheel chairs, while the Edmunson Pavilion can accommodate even more (Lydum, Interview). The Burke Museum receives occasional requests for accommodation which are handled through the DSO (Davis, Interview). Henry Art Gallery is another location that may have an occasional visitor with a disability.

The University medical center facilities and hospital are areas where there are concentrations of people with disabilities. At any given time there are approximately 375-400 patients in the hospital (see appendix G). Because of their medical conditions, the majority would require assistance in the case of an emergency (Thomas, Interview). The clinics at the UWMC south campus location and Roosevelt have approximately 1500 patients, many of which may have a medical condition or disability serious enough to be considered as special needs (see appendix G). Adults with medical conditions or disability are occasionally seen on the days that medical genetics clinic days are held at the Center on Human Development and Disability clinic affiliated with the UWMC (Hendricks and James, Interviews). Details on children with disabilities are covered in the next section.

Children/minors
Children under 18 years of age are another special needs group that is present on the Seattle campus. Younger children are of particular concern in an emergency. Three daycare centers are provided for employees and students' children on the Seattle campus: Radford Court, the university owned apartments on Sand Point Way; Laurel Village student family housing; and the west side campus facility. All together there are approximately 200 small children attending the daycare centers Monday through Friday (see appendix G). Additionally nearby daycare centers also take their small children for walks through portions of the Seattle campus (Shapiro, Interview).

A number of summer programs exist for grade-school age children. Over an eight week period, several sessions of camps exist. On average 200-300 children ages 6-12 from 8am-5pm are on

campus during a session. Children ages 13-17 participate in half-day camps, with around 100 children participating in each camp. Activities take place in a variety of locations around campus, including athletic facilities (Rome-Nagata, Interview). As previously mentioned in the disability category, the DO-IT summer program does include students ages 16 and 17.

From mid-June to August, summer sports camps are held in the campus' athletic facilities. Children ages 8-18 participate in camps, which range in length from 1-7 days with most running 3-4 days. Each camp has from 50-100 participants on average, with the maximum number of 13 camps held on any given day. July is typically the busiest month. Camps and clinics also take place sporadically during the school year (Lydum, Interview).

During the school year the Early Scholars programs run by the Halbert and Nancy Robinson Center for Young Scholars provide gifted children in 7th to 10th grade the opportunity to take classes on campus. Last year they had 60-70 children participating. In the summer the Robinson Center has programs for 400 children in 5th to 10th grade (Mosolf, Interview).

Photo courtesy of FEMA

Young children who have autism or cognitive impairments do not understand emergency drills and can become upset that their routine is different (Ramage, Interview).

The Experimental Education Unit (EEU) is a small school with approximately 220 children ages 0-6, almost two-thirds of which have disabilities that qualify them for special education services. One unique characteristic of the EEU is that the majority of children with disabilities there have an autistic disorder. (Ramage, Interview). See appendix G for details on the preschool, kindergarten and under age two programs provided. Near the EEU is a UWMC clinic facility for children with various developmental disabilities and medical conditions such as autism or genetic conditions called the Center on Human Development and Disability (CHDD). On an average day there are 10 children being treated there with occasional special clinic days bringing in up to 30-40. Adults with medical conditions or disability are also occasionally seen on the days that medical genetics clinic days are held (Hendricks and James, Interviews). High-school age volunteers assist UWMC staff during weekends with upwards of 150 teen volunteers per month (Davison, Pers. Comm.).

The Burke Museum has an array of educational tours and activities for children and is currently assembling an inventory of the previous year's tours and programs (Davis, Interview).

The University of Washington Department of Psychology has research projects involving children at CHDD, the Guthrie Annexes, and Fisheries Center. Children of a variety of ages can also be found attending Open Houses, and other smaller ad hoc events.

Non-English Speakers
Besides English, approximately 60 other languages are sometimes spoken on campus (Golley, Interview).

A significant portion of the custodial employees on campus are immigrants for whom English is a second language. Based on reports from managerial staff from the medical center and other areas on campus, the large majority of these employees can speak basic English adequately and understand emergency instruction. Translator services are used occasionally during meetings to ensure that communications are understood. (Woodard, Lubin, and Larson, Interviews).

UWMC hospital patients are another group on campus with a concentration of people who have difficulties comprehending/speaking English. The hospital has approximately 80-120 non-English speaking patients each day. To ensure equal access and safe care, the hospital provides translation services for these patients. About half of the patients served by translation services speak Russian or Spanish. The next largest groups of patients speak Asian or North African languages. In all over 60 different language groups are served by the hospital translation service (Golley, Interview).

> **FACT**: Over 60 languages are spoken by individuals on the UW Campus. The most common languages are: Spanish, Russian, Vietnamese, Cantonese, Mandarin, Taiwanese, Korean, Farsi, Amharic, Tagalog, Japanese, Urdu/Hindi/Punjabi, Somali, Tigrigna, Arabic, Italian, Romanian, and Portuguese.

Another group within the campus that may have difficulty with English is the enrollees in the University Educational Outreach English Language Programs. Between 400 and 800 students are enrolled in these programs during each quarter and many would have difficulty communicating in an emergency (Johnston, Interview). Because the Campus Intensive Program and three of the Short Term English Programs do not have any requirements in English proficiency other than to fill out an application which is in English, these students in particular may not have an adequate grasp of English in the case of an emergency. The remainder of the programs requires proficiency exams with minimum scores close to what is needed for admission into the regular undergraduate program.

Animals
From mice to primates, the Seattle campus is also home to a number of animal research facilities. The last 2003 campus wide census of the animals gave a total of over 200,000 as seen in appendix H (Phillips, Pers. Comm.). Animal research is carried out by three separate university groups: the Primate Center, Department of Comparative Medicine, and decentralized facilities, which are run by various research programs (Campbell, Interviews). Companion animals are also allowed on campus for those who use them for assistance and are not tracked by the University.

Current University Stakeholders and Their Emergency Management Responsibilities

The University and its sub-units are subject to a host of regulations and standards which help to protect the safety of individuals and animals on its Seattle campus (see appendix I). With the exception of specific obligations for individuals with disabilities, daycare centers, hospitals, and animal research projects, these emergency management responsibilities are aimed at the campus population as a whole. Since special needs groups are part of the Seattle campus population these general rules apply as well. Table one outlines the units of the Seattle campus with significant roles in servicing/supporting special needs groups and emergency management. Further details for each stakeholder follow the summary table below.

Table 1. University Stakeholders and Their Emergency Management Responsibilities

STAKEHOLDER	EMERGENCY RESPONSIBILITIES/MISSION
University of Washington	• In general, ensure the welfare of students, faculty, staff, and visitors, and protect the University's essential functions during and after emergencies • Emergency evacuation accessibility accommodations for individuals with disabilities in university buildings, including housing • Comply with building and safety codes, including Uniform Fire Code, Uniform Building Code, National Electrical Code, State Boiler, Unfired Pressure Vessel Code, and International Building Code for all new buildings
Office of Emergency Management	Develops and implements programs and projects in emergency planning, training, response, and recovery
Environmental Health and Safety	• Works with UW groups to help them uphold safety standards • The University's fire safety and protection program
Office of Animal Welfare	• Follows the emergency standards of the Animal Welfare Act for all research animals except mice, rats, and birds • Follows accreditation standards by the Association for Assessment and Accreditation of Laboratory Animal Care, which requires emergency planning
Physical Plant	Fire protection equipment maintenance such as alarms and extinguishers
University Unit dean, director, or chairperson	The safety performance of the University unit
Faculty and Staff	The health and safety of students and employees under their supervision
Disability Services Office	Addresses disability issues with employment, visitors, (and non-matriculated students) making sure the University complies with all federal and state regulations regarding disability
Disability Resources for Students Office	Serves the needs of matriculated students with disabilities, ensuring that all related federal state regulations are upheld
Advisory Committee on Disability Issues	Works towards maintaining a diverse body of students and employees
Disability Advocacy Student Alliance	Advocates for students with disabilities

STAKEHOLDER	EMERGENCY RESPONSIBILITIES/MISSION
University of Washington Medical Center	• Follows accreditation requirements of the Joint Commission on Accreditation of Healthcare Organizations, which includes standards for facility fire safety and management programs in the following areas: safety, security, hazardous materials and waste, life safety, and emergency preparedness • Must uphold state hospital license safety standards
University Daycare Centers	Follow state safety and emergency regulations for licensing

The Office of Emergency Management was created May 2003 and is responsible for developing and implementing programs and projects in emergency planning, training, response, and recovery. Federal, state, local and university regulations (see appendix I) require the University, a state level public agency to "safeguard the welfare of students, faculty, staff, and visitors, and to protect the University's essential functions of teaching, research, and public service during and after emergencies" (UW Administrative Policy Statement 13.1). Specific to people with disabilities, recent case law has indicated that the accessibility accommodations required by the Americans with Disabilities Act extends to emergency evacuation planning in public places (Association on Higher Education and Disability, February 2005).

Responsibility for maintaining the safety of various aspects of the University is delegated in the University Handbook and Administrative Policy Statements. University regulations state that "each dean, director, chairperson, and supervisor is responsible for safety performance in their respective units" (U Handbook Vol IV, Part 6, Ch. 4, Sec.1). The Department of Environmental Health and Safety is charged with working with UW groups to help them uphold safety standards and responsible for the University's fire safety and protection program (University Handbook Vol IV, Part 6, Ch. 4, Sec.1). The Physical Plant, however, is in charge of maintaining fire protection equipment such as alarms and extinguishers (UW Handbook Vol IV, Part 6, Ch. 4, Sec. 4). The handbook also states that Faculty and staff are obligated to protect the health and safety of students and employees under their supervision (UW Handbook Vol IV, Part 6, Ch. 4, Sec.1).

The physical space of the University plays an important role in ensuring the safety of the campus. As a whole the University must comply with the Uniform Fire Code, Uniform Building Code or local equivalent codes, National Electrical Code, State Boiler and Unfired Pressure Vessel Code (see appendix I, UW Handbook Vol IV, Part 6, Ch. 4). While the UW is considered a state entity, it voluntarily complies with local county and city safety codes (Charvat, Pers. Comm.). International Building Code (IBC) recently came into effect for all new buildings built on campus. IBC requires an accessible means of egress and buildings with 4 or more stories must have an elevator with a backup power source to provide a means of egress. Additionally IBC requires an area of refuge for one wheel chair and stairwells at least 4 feet wide (Murray, Pers. Comm.).

Under the older code installation of sprinkler systems could substitute for areas of refuge. A current count of buildings revealed approximately 100 facilities with full sprinkler coverage and 50 with partial coverage (Murray, Pers. Comm.). State law also instructs the University to make

"efforts to improve campus accessibility" of features such as physical access, signage, and adaptive communication equipment (RCW 28B.10.910). The ADA also mandates fire alarm systems with strobes for any new installations since the law was enacted (Murray, Interview). University housing is an important feature for students with disabilities because of the proximity to campus and features like cafeterias that allow for more independent living (Haynes, Interview). State law requires "reasonable accommodation" for university owned or operated residence facilities (RCW 28B.10.914).

To assist with matters of disability accommodation, the University of Washington has created the Disability Services Office (DSO) and Disability Resources for Students Office (DRS). The DSO addresses disability issues with employment, visitors, (and non-matriculated students) making sure the University complies with all federal and state regulations regarding disability (see appendix I). These regulations prohibit discrimination against people with disabilities and require accommodation in the University's various roles as an employer, state government agency, and recipient of federal funding. The DRS is mainly focused on the needs of matriculated students with disabilities, ensuring that all related federal state regulations are upheld.

The University of Washington Medical Center is also subject to additional safety and accessibility standards. The hospital maintains accreditation by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) to qualify for reimbursement from Medicare and Medicaid (Riley, Interview). JCAHO's standards for accreditation include safe facility design requirements for fire safety. Additionally hospitals must have management programs in the following areas: safety, security, hazardous materials and waste, life safety, and emergency preparedness (see appendix I). Washington State also requires certain safety standards in order to receive a license to operate (WAC 296-46B-517, RCW 70.41.080).

Much like the university health care facilities, the three University-run daycare centers are also subject to state regulations for licensing (388-295 WAC). These regulations cover emergency preparedness and a wide variety of safety precautions, such as mandatory monthly fire drills and having an individualized emergency plan (National Association Of County And City Health Officials).

> **The Case of Savage, et al. v. City Place Limited Partnership, et al.**
>
> When the Marshalls store in Silver Spring, Maryland, was evacuated for an emergency, Katie Savage found herself stuck on a lower level of the Mall, abandoned by the store employees, and with no wheelchair accessible way out of the building. With the Disability Rights Council of Greater Washington, Ms. Savage filed a lawsuit against Marshalls and the City Place Mall. The case was settled out of court but the court opinion on the case stated that she had a valid claim to request accommodation in the evacuation procedures for the store. As part of the settlement, Marshalls agreed to change its evacuation policies (Disability Compliance Bulletin).

Office of Animal Welfare manages matters with animal research on campus. Several federal laws require them to keep an inventory of the animals and uphold certain standards of care, which include planning for emergencies. The U.S. Department of Agriculture enforces the Animal Welfare Act for all research animals except mice, rats, and birds. To receive accreditation by the Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) the research facilities must have a disaster plan included in their overall safety plans (Institute for Laboratory Animal Research 46).

Two disability interest groups on campus provide a voice for the disability community at the University. The Advisory Committee on Disability Issues (ACDI) is a subcommittee of the

Diversity Council, which is working towards maintaining a diverse body of students and employees. The committee consists of students, faculty and staff and has been successful in initiating a disability studies minor program. Disability Advocacy Student Alliance (DASA) is likewise a group of University students with interests in disability advocacy, including fire safety.

The various summer programs at the UW and EEU serve children have an obligation to provide for the children's safety while on campus. Emergency contact information is obtained from parents and staff is familiarized with emergency procedures on campus (Rome-Nagata, Lydum, Zawada, Mosolf, and Ramage, Interviews).

Other units on campus that are on occasion host to many visitors and provide safety provisions to their guests are: the Burke Museum, Henry Art Gallery, UW athletic facilities, Kane Hall, and Meany Theatre.

University of Washington Capabilities and Available Resources

Many of the University's services and groups that interact with the campus' special needs populations could act as resources for enhancing special needs emergency planning.

University Infrastructure
A sizeable infrastructure exists around disability matters on campus. Growing student interest in disability issues has lead to the creation of a disability studies minor and the hiring of faculty with expertise. Additionally the DASA student group and ACDI committees have expressed interest in participating in efforts to enhance emergency preparedness. A number of the students, staff, and faculty involved in these groups and programs have first-hand experience with disability and could provide valuable input in future efforts to enhance emergency preparedness for the disability population on campus. The DSO and DRS offices are also points of contact for the disabled population on campus and have developed materials such as the *Access Guide for Persons with Disabilities*, *Emergency Evacuation Guidelines for Persons with Disabilities*, *Campus Mobility Route Map*, and the DRS admissions packet letters (see appendix J) that could provide further routes for educational outreach on emergency. Specific to the DRS, a letter is created for those students requiring academic accommodation to distribute to their professors/teaching assistants, which has relevant emergency information. This protocol is another vehicle already in place that could be enhanced in future emergency educational outreach efforts.

To help those with a permanent or temporary mobility disability, two shuttle services are in operation. Dial-A-Ride operates between 7:30am and 4:00pm and rides are serviced based on the order of requests. All three vans used have wheelchair lifts and the capacity to transport one person in a wheelchair and two other persons at a time. When not in use, the Dial-a-Ride vans are parked on Boat Street, adjacent to the Bryant building where campus police are headquartered. In the evenings, UW has contracted with Greyline to provide a service called Night Ride, which consists of six shuttles that circulate through campus and the surrounding neighborhoods. These vehicles are only available to the UW during Night Ride service times, 8pm to 12:15pm during Fall, Winter, and Spring Quarters. Three of the six shuttles can accommodate wheelchairs and up to 17 people can be transported in each shuttle. Additionally one formerly used shuttle can be made available from the UW motor pool facilities located on 25th Avenue NE (Seyfried, Interview). These shuttle services are a possible resource for transporting individuals with a mobility disability in an emergency.

The DRS works with Housing and Food Services to let student housing management know that a student has a disability so that appropriate arrangements can be made. When a student moves into a residence hall, emergency procedures are covered. Emergency information is also in the *Residence Handbook*. Resident Assistants receive training about emergencies before the school year begins and are informed of the room location of students who have declared a disability. A list with the room numbers of disabled students is kept in each residence hall in the fire panel for quick fire department access and is updated at least quarterly (Gore, Interview). Housing and Food Services also keeps maps of rooms adapted for residents with disabilities (see appendix N).

EHS serves as a campus-wide educational resource, offering numerous workplace safety courses throughout the year including coordinating an earthquake safety course taught by the UW Office

of Emergency Management. Because of its involvement in the development of *Emergency Evacuation Guidelines for Persons with Disabilities,* Environmental Health and Safety hosts the same information on its website and serves as a point of distribution for the brochure. As part of fire code compliance, EHS keeps a list of all buildings with sprinkler coverage (see appendix O).

The Computing Resource Center (CRC) and the DO-IT program on the Seattle Campus are resources for accessibility issues relating to computer technologies and communications.

Photo courtesy of Tamlyn Thomas (UWMC)
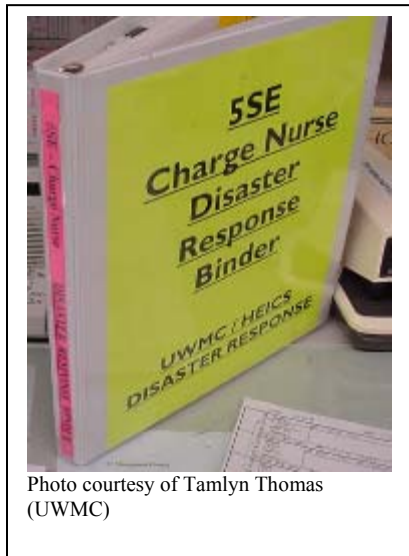
Through the CRC UW Access Technology Lab, students, staff, and faculty can learn about everything from how to make websites more accessible to incorporating universal design concepts when setting up a computer lab. The DO-IT program keeps a wealth of similar information in their library and has a lot of experience with adaptive technologies. Both of these University units can provide accessibility support for future education outreach efforts around emergency preparedness for individuals with disabilities.

The UWMC is a critical group of facilities for the University and surrounding communities and as such has taken a number of steps to enhance emergency preparedness. Guiding the UWMC is the emergency management plan, which addresses many key aspects of emergency planning such as redundant communication systems, regular drills, performance evaluations of drills and emergencies, evacuation procedures, and delegation of emergency management responsibilities. The plan could serve as an example template for other departments in the university looking to enhance their emergency management procedures. Administration has also been given clearance by the state Health Information Portability and Accountability Act (HIPAA) committee to disclose patient information in the case of a serious emergency, since HIPAA law normally prohibits such activities (Riley, Interview; see appendix I). Each unit in the UWMC has a copy of the disaster procedures policy and flip charts for emergencies. Additionally health care staff is required to have a certain amount of emergency training. In an effort to make communication quick and efficient within the hospital and with surrounding emergency responders, the hospital staff is required to know HEICS, the Hospital Emergency Incident Command System, for organizing the response to emergencies, which is very similar to the incident command system (ICS) that most first-responders to emergencies use. Staff in Rehabilitation Medicine, where a large number of the patients have a mobility disability, has training in how to evacuate patients in wheelchairs (Thomas, Interview) and could serve as a resource for others on campus interested in learning about these techniques. Signage in the buildings points out fire doors and fire extinguishers with visual pictures, and serves as an example of designing emergency signage in a way that is useful for people with hearing disabilities or non-English speakers.

Translator services at the UWMC provide communication services for non-English-speaking patients and their families. To cover the wide variety of languages, 40 interpreters are on staff and Pacific Interpreters out of Portland provides telephonic service (Golley, Interview). The teaching staff for the UW Extension English Language Programs may also be a potential translation assistance source for non-English speakers.

The University daycare centers have also made considerable efforts in emergency preparedness. The West campus facility receiving training in disaster preparedness through the Excellence Award Program, a collaboration between the Bellevue Fire Department and Public Health-Seattle and King County. The facility's successful efforts were recognized by King County in an award ceremony (Public Health-Seattle and King County). To further their preparedness the University daycare centers are looking to partner with nearby daycare centers such as those in the University Village for emergency purposes. The West Campus Daycare Center's preparations serve as an excellent example and resource for the two other daycares on campus and UW programs for grade-school-age children.

Photo courtesy of FEMA.

University Inventory Resources

Another potential set of resources available on campus are various inventory databases in place to keep track of students, staff, and others. The Registrar has a database of University students that includes all students on campus with the exception of the ACCESS auditing program for seniors and foreign exchange students. The database is updated on a daily basis and includes information about students' ages, class locations, and declared disabilities (Mildon, Interview). Facilities has a database that manages the custodial staff work routes and could show an estimate of where such staff should be in a given building at a given time (Woodard, Interview). Animal research facilities also keep inventories of their animals as required by AAALAC accreditation guidelines. The last inventory linked to the locations where the animals are housed took place in 2003 and general counts of the animal population are updated monthly (Steppe, Pers. Comm.). UW daycare centers keep attendance records of their children, requiring them to be signed in and out using a paper-based system (Shapiro, Interview). Additionally UWMC keeps a record of patients admitted to the hospital (Riley, Interview). Visitors to the hospital, however, are only required to sign in and out at certain departments.

Lessons Learned from Past Disasters

Recent disasters to other university campuses and cities provide a great resource for learning how to improve disaster planning for our special needs populations. For example several years ago Baylor College of Medicine experienced Tropical Storm Allison, which flooded a large

Photo courtesy of FEMA.

portion of their research animal facilities. Hurricanes Katrina and Rita have been very revealing about the challenges New Orleans and surrounding areas had in planning for a variety of special needs populations. The National Organization on Disability (NOD) visited the areas soon after Katrina hit to examine the emergency response for the disabled and frail elderly populations. NOD has released their findings and recommendations in a report (NOD, Report on Special Needs Assessment for Katrina Evacuees Project). The Northridge earthquake in 1994 was a disaster that led to evacuations in surrounding health care facilities (Schultz, Koenig, and Lewis).

Organization Resources

Organizations at the local and National levels that represent special needs groups also have resources that may be useful to the University.

Locally the Seattle chapter of the Washington State Coalition for Persons with Disabilities is active in promoting emergency preparedness. At the state level the Washington State Citizen Corps has just completed a revised Community Emergency Response Team curriculum with the participation of citizens with disabilities and incorporates a breadth of learning styles (Hooper, Interview).

Gallaudet University in Washington, D.C., which has a large Deaf and hard of hearing population, has assembled emergency procedures and signage tailored to this special needs group that are available online (see appendix P).

Photo courtesy of FEMA.
Disability advocates are evaluating the accessibility of trailers and other services for Katrina victims with disabilities (National Organization on Disability).

The American Red Cross has a long history of providing disaster relief to special needs groups and has put together special needs specific emergency materials for children, animals, and people with disabilities. Particularly noteworthy is the Red Cross handbook designed to guide disabled persons/caretakers through making emergency plans (see appendix M). Another advocacy group for persons with disabilities is the National Organization on Disability. The USDA and American Veterinary Medical Association (AVMA) have created research animal emergency planning materials that are available online (USDA, AVMA).

The Association on Higher Education and Disability (AHEAD) is an organization that recently brought together experts around the country to assemble a book of information and guidelines on adapting emergency plans for university populations with disabilities. The book, *Adapting Emergency Procedures on Campus for Individuals with Disabilities*, contains information on the following: basic accessibility law, adapting emergency procedures for various disabilities, emergency and safety guidelines for laboratory situations, training to prepare persons with disabilities for emergencies, college survey of emergency procedures (see appendix E), and dissemination methods (see appendices K and L).

University of Washington Vulnerabilities

Mobile Populations
One of the biggest challenges of the University of Washington Seattle campus is the ability to track and account for a very mobile population. Students, faculty, staff, patients, and visitors move around from building to building. This characteristic presents difficulties in determining how many people are in a given place at any time and which of them may have special needs when an emergency strikes. Visitors are not required to register upon entry to the campus so their whereabouts are usually not known. Even animals are moved around in their facilities as needed for research and care.

Awareness of Emergency Preparedness and Campus Resources
Another vulnerability is the lack of awareness about emergency preparedness resources and activities for students, faculty, and staff on campus. Reports from a number of sources at the administrative and student level is that the campus faculty and teaching assistants are more focused on other issues, leading to lack of preparedness, which includes not knowing how to respond to student special needs in an emergency. One student interviewed, who has a mobility disability, stated that in four years of undergraduate coursework, only one professor actually approached the student to ask what kind of assistance might be needed in an emergency. Input from additional interviews revealed that students and faculty were not generally aware of where to find relevant information, such as the EHS website or Residence Hall Handbook.

> During the Nisqually earthquake in 2001, 50 school children were visiting the Burke Museum. Evacuation was successful but museum administrators did not know whom to contact for further guidance and information (Davis, Interview).

Research Animal Preparedness
Preparations for emergencies with research animals on campus are limited. While all facilities on campus dealing with animal research are AAALAC accredited the disaster plans for the

Photo courtesy of FEMA.

Department of Comparative Medicine are in their infancy. The maintenance of highly valuable research animal populations during an emergency is highly dependent upon the character, severity and duration of the event as well as the status of the affected animals. Minor, focal events can be managed with minimal disruption however, in situations where building access or supplies of water or food are disrupted for more than a few days there is a significant need for detailed, sophisticated planning and additional resources. The Department is also challenged by having to manage multiple animal facilities throughout the city which includes having to transport materials, supplies and people over potentially damaged or impassable roads. In addition relocation of significant numbers of animals would be limited by available space suitable for housing species that may have special requirements and that may be compromised by exposure to pathogenic agents or adverse environmental conditions.

Assisting Non-English Speakers and Patients with Significant Disabilities/Medical Needs
The combination of a significant number of non-English-speaking patients and others with medical/disability needs at UWMC makes them very vulnerable populations in an emergency. Some patients may be ill enough that they will be bedridden. Nylon bed carrying devices are being tried out in a few areas but the remainder would need to be carried out using the less secure method with bed sheets. The challenges of evacuating special needs populations is evidenced by the fact that drills in some of the medical center areas are usually conducted in a way that avoids having to involve special needs populations like small children and people with disabilities. For non-English speaking patients, communication methods are limited to translators in the hospital during a disaster leaving the likelihood that patients who speak a more rare language would have difficulty communicating and understanding what is happening.

Students in UW Extension English Language Programs and foreign visitors to the campus with difficulty communicating in English are also particularly vulnerable in a disaster since they may not be as familiar with their surroundings as other individuals on campus.

Auditing/Enforcement of Emergency Preparedness Policy
While the UW has much written policy on emergency preparedness, a comprehensive compliance system does not currently exist for verifying each University unit's compliance. For example, minors who stay at the residence halls are to be given information about emergency procedures but no system is in place to document that the information has been given or exactly what information was given. Outside of the fire and safety evaluations by EHS, emergency operating procedures are not reviewed by an enforcing body to ensure that they are current with accessibility standards and other disaster preparedness requirements for special needs populations. Drills are not overseen to verify whether they include tests of evacuating special needs populations.

Building Emergency Accessibility Documentation
The combination of widely varied accessibility standards for buildings and no complete and centralized documentation of each building's emergency accessibility features are problematic. Variation in emergency accessibility is expected as older buildings and remodels are typically exempt from the current improved standards in emergency accessibility code that newly build buildings must follow, but present a challenge to individuals with disability if they move around the campus a lot. Such individuals would have to make considerable efforts to assemble information on details such as what elevators have backup power, sound and strobe quality of a fire alarms, and areas of refuge.

Photo courtesy EVAC+CHAIR Corp.

This Evac+Chair was used to transport by John Abruzzo down 69 flights of stairs with the help of 10 untrained co-workers on September 11, 2001, in the World Trade Center. (*New Mobility, September 11, 2001: A Day to Remember* by Josie Byzek and Tim Gilmer)

Campus Evacuation Procedures
Campus evacuation procedures are in need of an update. While the campus has areas of refuge in buildings where an accessible exit point is not available, signs directing first-responders or individuals with disability are not widely posted. Additionally equipment that assists in the evacuation of mobility challenged individuals is nonexistent with the

exception of the UWMC (Thomas, Interview). Current policy indicates that Seattle Fire Department is in charge of evacuating people who need assistance. In the case of a large earthquake event, however, the fire department policy is not ideal since professional first-responders may be too busy to attend to the UW (Murray, Interview). Anecdotal reports from campus[3] as well as recent study in the field indicate that elevator recall to the lowest floor is not necessarily the best approach in certain situations (Murray, Interview).

Recommendations

With hundreds of people with special needs and thousands of research animals on campus, these populations are crucial to consider in campus emergency planning. Based on the capabilities and vulnerabilities outlined above, a number of steps can be taken to enhance emergency preparations for these populations.

Inventory and Location Systems
With the highly mobile nature of people and animals on campus, assembling a real time inventory of special needs populations linked to campus location would help in determining whether special needs populations are directly impacted in an emergency. As mentioned in the University Capabilities section of this report, facilities, the Registrar, campus daycares, housing and food services, DSO, Office of Animal Welfare, and the UWMC all keep voluntary inventories of various populations on campus that contain individuals with special needs/animals. Linking these databases together would be the first step toward a comprehensive database. However such a technical solution would be labor intensive and costly to maintain. Implicit in the implementation of such programs is that participation should be voluntary for individuals. A central reason for voluntary implementation is that privacy may be a concern in accessing certain databases of individuals such as employees since the records of a state funded university can be requested to be released to the general public (Remick, Interview).

The sharing of student information for emergency purposes is permitted by the Family Educational Rights and Privacy Act (see appendix I). Implementing appropriate anonymity protections or seeking individuals' approval of sharing information in the case of an emergency may allow for a more complete inventory if pursued. Having off-site backup computer facilities may be particularly helpful in the case of a large scale disaster. Another way to obtain a real-time time inventory of special needs individuals could be the use of a global positioning chip (GPS) program.
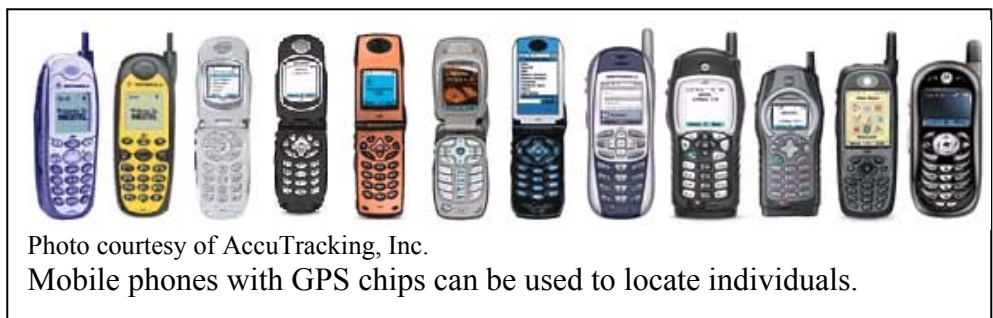
Photo courtesy of AccuTracking, Inc.
Mobile phones with GPS chips can be used to locate individuals.

Cellular phones[4] and special watches now on the market contain such chips (Scheeres)

An additional purpose for periodically gathering a special needs inventory would be to overlay the special needs population census in the Geographic Information System (GIS) map of campus hazards. Such a map would help to inform which special needs populations are located in higher risk areas and thus help prioritize future resource allocation.

Several other methods exist for locating special needs persons in an emergency. Both AHEAD and key informant interviewees suggested the use of SMS texting, beepers, or two-way radios as ways for individuals with disabilities to communicate with emergency or university personnel in a disaster (Farrell 20). These systems however would not be as useful to other special needs populations such as small children or animals.

Strengthen Educational Outreach
Enhancing educational outreach to special needs populations or those who are often around special needs populations will help to build increased campus awareness around special needs issues in emergency preparedness. For persons with disabilities communication methods must cover audio, visual, and tactile methods (see Appendix K). The university has the computing infrastructure for making educational materials available in an online format, which has the advantage of having technologies in place for visual and audio accommodation. To address learning disabilities video formats should be incorporated into the online format if possible.

Enriching the current special needs/emergency educational materials that exist on campus would be a relatively quick way to enhance the information provided for emergencies. The *Access Guide for Persons with Disabilities* is a key source of information for individuals with disability on campus that provides an existing framework for assembling more comprehensive emergency information about each building such as what elevators have stand-by power, where areas of refuge are located, and accessible means of egress.
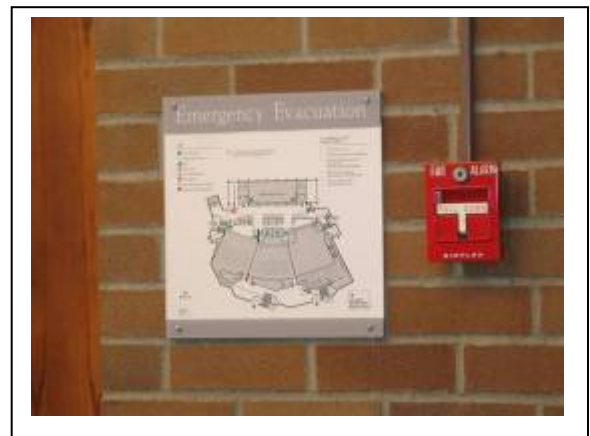
Much like the *Access Guide,* the Office of Emergency Management website is a "one stop shop" for emergency information and enhancing the special needs information on this site and placing it in its own section the addition would provide an efficient resource for all on campus. Other materials such as the welcome packet sent to newly admitted students with disabilities (see appendix J), academic accommodation letters provided to faculty, the *Residence Handbook*, or *Access Guide* could then include the URL address for the OEM website.

For students course syllabi should include information about emergency preparedness and special needs with links to the OEM website. Additionally the current CERT program should make efforts to incorporate the new curriculum created by the state and make an effort to recruit individuals with disabilities for training.

New channels of outreach should also be created to raise additional awareness. Further study should be undertaken to examine what special needs related audiences to target and the most effective methods.

UW Television, featured on televisions around campus, is one method of communication that could be used to reach special needs audiences in a case of emergency. Emergency messages with open-captioning would aid in communication with special needs individuals.

Procedures Revision

Updating Policy
Given the emerging guidelines coming from AHEAD and other sources, current emergency procedures for persons with disabilities should be examined and updated periodically. *Adapting Emergency Procedures on Campus for Individuals with Disabilities* provides a self-evaluation checklist (see appendix L). The book's various guidelines in laboratory environments, disasters, evacuation, and planning should provide thorough guidance. In particular EHS should revisit current policies on building evacuation and emergency operations plans, given the current issues around elevator recall, area of refuge signage, and evacuation of individuals with mobility disabilities. Consideration should also be given to purchasing personal evacuation devices for campus buildings.

While the UWMC has taken considerable efforts to prepare for handling patients in an emergency, lessons learned from recent earthquakes and evaluation of the current evacuation equipment pilot test should be included in the next update of their emergency management policies.

Other UW units/programs that deal regularly with special needs groups should consider examining and revising their emergency operating procedures. As of April 2006, the UW Environmental Health and Safety Department was working to update its Building Emergency and Evacuation Procedures. Additional requirements for identifying and assisting special needs populations will be included in the 2006 updates.

Special Needs Individuals and University Expert Participation in Planning
As the recent Washington State CERT curriculum revision proved, individuals with disabilities may be vulnerable in certain emergency situations but can also have unique capabilities in an emergency situation (Frinell-Hanrahan, Interview). These qualities reinforce the importance of including such individuals in the planning process, including drills. The expertise of faculty, staff, and students in disability studies should also be used in future emergency planning efforts. Staff involved in animal research has similar expert knowledge that should be leveraged in emergency planning for animals.

Policy Enforcement and Compliance
While EH&S is charged with assessing compliance of health and safety standards on campus, its scope is largely limited to fire, environmental, and other occupational hazards. A major disaster like an earthquake may require a different or additional set of policies to ensure adequate preparedness that may not fall under their jurisdiction. Accreditation bodies like JCAHO and AAALAC, and state licensing programs provide some additional compliance assessment for special needs populations on campus, but further investigation into a broader emergency preparedness compliance mechanism is recommended since the liabilities of not periodically auditing the enactment of emergency operations protocols (EOPs) and state of their content could be detrimental to the special needs populations on campus and the University as a whole.

Improve Non-English Speakers Communication
Steps should also be taken to improve the communication with non-English-speaking individuals at the UWMC. Possibilities include: overhead paging announcements in the most common languages during emergencies; translated emergency pamphlets, signage of internationally designated symbols of poison, radiation, fire etc; arranging for backup translation service from another region; and assembling a contact list of UWMC translators willing to be of service in an emergency. Patients unable to travel to the UWMC for important appointments like dialysis or family members of those currently in the hospital may find an emergency website or phone hotline with translation features to be helpful (Golley, Interview).

The translation and emergency preparedness of teaching staff of the UW Extension English Language Programs should be examined to determine if the program could be of assistance with non-English speakers on campus. Resources such as a hotline or emergency website with translation features may also be useful for students in the English Language Programs.

Enhance Research Animals Preparedness
The over 200,000 research animals on campus represent a special needs population with a very limited level of emergency preparedness. A more comprehensive disaster plan should be created using the existing guidelines resources from the USDA and AVMA. In line with the lessons learned at Baylor College, recovery and evacuation efforts should be included in the planning efforts.

Conclusion
The University of Washington Seattle Campus has a diverse group of special needs populations with unique requirements for emergency preparedness. Fortunately many UW resources are in place which can be built upon to mitigate vulnerabilities. Just as the addition of wheelchair ramps to sidewalks have proven useful to parents with strollers and package delivery persons in addition to individuals using wheelchairs, steps to enhance special needs emergency preparedness will be beneficial to the greater emergency preparedness of the University.

Reference and Appendices List

A. Endnotes

1. Emergency preparedness materials of the following universities were surveyed via the Internet: University of California, Berkeley; University of Alaska, Fairbanks; University of Utah, University of Illinois Extension, University of British Columbia, University of Michigan, and Gallaudet University.

2. ibid

3. One person in a wheelchair was using an elevator in Lander Hall when a fire alarm was triggered. The elevator was recalled to the bottom floor where the only accessible way out was through the cafeteria. Unfortunately the cafeteria doors were locked and the individual was unable to exit the building.

4. Accu Tracking Inc. GPS cell phone tracking company. http://www.accutracking.com

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D. Abbreviations and Glossary

AAALAC = Association for Assessment and Accreditation of Laboratory Animal Care
Accessible means of egress = the path available for a person to leave a building or space.
*courtesy of the International Code Council
ACDI = Advisory Committee on Disability Issues
ADA = Americans with Disabilities Act
AHEAD = Association on Higher Education and Disability
AVMA = American Veterinary Medical Association
DASA = Disability Advocacy Student Alliance
DCM = Department of Comparative Medicine
DO-IT = Disabilities, Opportunities, Internetworking and Technology
CERT = Citizens Emergency Response Team
CHDD = Center on Human Development and Disability
CRC = Computing Resource Center
DSO = Disability Services Office
DRS = Disability Resources for Students Office
EEU = Experimental Education Unit
EHS = Environmental Health and Safety
EOP = Emergency Operations Protocol
FEMA = Federal Emergency Management Agency
GIS = Geographic Information System
GPS = Global Positioning System
HIPAA = Health Information Portability and Accountability Act
HEICS = Healthcare Emergency
ICS = Incident Command System
JCAHO = Joint Commission on Accreditation of Healthcare Organizations
Matriculated = admitted into a degree program
NOD = National Organization on Disability
OEM = Office of Emergency Management
SMS = Short Message Service (SMS) is a service available on most digital mobile phones that permits the sending of short messages (also known as text messages) between mobile phones, other handheld devices and even landline telephones. * courtesy of wikipedia
SN = Special Needs
URL = Uniform Resource Locator, an address for a website
USDA = United States Department of Agriculture
UWMC = University of Washington Medical Center

E. AHEAD Survey
Taken from:
Farrell, Mary L, Ed. <u>Adapting Emergency Procedures on Campus for Individuals with Disabilities</u>. Association on Higher Education and Disability. Boston 2001.

CHAPTER 7: SURVEY ON COLLEGE EMERGENCY PROCEDURES FOR PEOPLE WITH DISABILITIES

Larry Powell ————————— Chapter Author

Variability in emergency evacuation procedures has long been a source of concern for college personnel who work with individuals with disabilities. To address this recurring problem and aid in developing national guidelines, a questionnaire was developed and sent to more than 500 colleges and universities across the country. As designed, the questionnaire was informal and subjective, not scientific. Although the survey had particular relevance to campuses with multi-story buildings, campus personnel at all colleges can find information relevant to the formulation and communication of emergency evacuation plans for staff and students.

The survey formed the basis of a presentation at the 1993 *AHEAD* national conference in Baltimore, Maryland. The presentation had five purposes:

- to increase the level of awareness/preparedness in evacuation of individuals with disabilities in an emergency
- to obtain information regarding other postsecondary institutions and their procedures
- to explore alternatives to current procedures
- to initiate networking with other postsecondary institutions
- to establish benchmarks for emergency procedures

The completed questionnaire was returned by 68 colleges, or 12% of the total mailed. Of those returns, 60 of the colleges have multi-story buildings. At 62% of the colleges, individuals with disabilities have access to only one elevator in a given building; this has evacuation implications in the event of an elevator malfunction.

The questions of the survey are reprinted below with their responses:

<u>1. Identification of individuals with disabilities.</u>

How are persons using wheelchairs/mobility impaired identified as needing special procedures during an emergency? (Check all that apply):

68

a. People self-identify when interviewed by Disabled Student Services personnel.

b. People are identified by using a set criteria. (Please explain the criteria and who applies it.)

c. Other, please explain.

Results: 59 respondents (87%) selected a. self-identify (67/68 responded)

2. Evacuation procedures when there is no emergency.

Occasionally those using wheelchairs/mobility impaired may need to be evacuated when there is no emergency. For example, when the elevator is down, people in wheelchairs are stranded on upper floors. What is the procedure at your institution? Please answer the following questions regarding these situations. (Check all that apply):

If evacuation is done, how is it accomplished?

a. Security personnel hand-carry person down stairs.

b. Maintenance personnel hand-carry person down stairs.

c. Disabled Student Services personnel hand-carry person down stairs.

d. Faculty or other staff hand-carry person down stairs.

e. Other (Please explain)

Results: 37 respondents indicated no policy for non-emergency evacuation (62/68 responded)

3. Availability of equipment for emergency evacuation of individuals with disability:

What types of equipment does your campus have to assist with students in wheelchairs/mobility impaired in an emergency or non-emergency evacuation? (Check all that apply):

a. stair carry equipment for persons in wheelchairs (e.g.: StairTrac, EvacuTrac, Stair Porter, Evacuchair)

b. stair lift-glides for persons in wheelchairs (e.g.: Stair Lift)

Results: 47 respondents (75%) indicated that their campuses have no access to evacuation equipment (63/68 responded)

69

4. Availability of equipment.

If you have equipment for evacuations, please comment on types, usefulness, safety and amount of time needed for training, etc.

Results: 18% have equipment; reaction to use and training was mixed (12/68 responded)

5. Methods for designating individuals to assist.

If evacuation is done, how are personnel to assist chosen?

      a. Procedures have been developed and state who is to do hand-carrying.

      b. Safety/security director appoints personnel to hand-carry at the time.

      c. Anyone who is available volunteers to hand-carry.

      d. Other, please explain.

Results: 11 have written policy stating which personnel assist

      16 have safety and security appoint at the time of the incident

       7 use community public safety

      32 use volunteers at hand, make it the instructor's responsibility, or have no policy

(66/68 responded)

6. Training for evacuation personnel.

If evacuation is done, either by hand-carrying or by use of equipment, are personnel trained?

      a. Personnel are trained by Safety/Security staff.

      b. Personnel are trained by Health Services staff.

      c. Personnel are trained by Disabled Student Services staff.

      d. Personnel are trained by community fire/emergency staff.

      e. Personnel are trained by equipment providers. (Please explain who is involved).

      f. There is no training for Personnel.

      g. Other, please explain.

Results: 22 use Security, Health or Disabled Student Services for personnel training on equipment

      10 use community public safety or equipment providers

70

26 have no training for evacuation personnel

(58/68 responded)

7. Self-evacuation of wheelchair users

Under what circumstances can people in wheelchairs opt to self-evacuate? This would usually happen with a student who is partially ambulatory. (Check all that apply):

a. Can self-evacuate when they request it and personnel are available to accompany them.

b. Can self-evacuate when it has been determined that they are capable of self-evacuating, safely.

(How is this determined? Please explain.)

c. Student determines independently whether to self-evacuate or not.

d. No one can self-evacuate.

e. Occasion has never occurred.

f. Other, please explain.

Results: 31 can self evacuate if via student determination or staff evaluation

30 occasion has never occurred

(61/68 responded)

8. Evacuation procedures when there is a suspected fire

Please check all that apply at your campus in the event of a suspected fire.

a. Persons in need of special procedures go to a predesignated area and wait to be evacuated.

b. Persons in need of special procedures use elevators to evacuate.

c. Other, please explain.

Results: 28 use safe areas in the event of a fire

6 use elevators to evacuate in the event of a fire

2 use community public safety

10 use college personnel located in the area of the emergency

10 have no policy

(56/68 responded)

71

9. Establishment of safe/refuge area.

If persons are directed to a predesignated area, how are safe/refuge areas established? (Check all that apply):

      a. All stairwells are considered designated safe areas.

      b. Safe areas are identified using the criteria of closeable doors, openable windows.

      c. Safe areas are identified using the criteria of nearness to stairwells.

      d. Safe areas are identified by Disabled Student Services personnel.

      e. Safe areas are identified by Campus Security personnel.

      f. Safe areas are identified by fire marshal.

      g. There are no provisions for safe areas.

      h. Other. (please explain).

Results: 26 use stairwells as safe areas

      4 use rooms

      21 have no safe areas

(51/68 responded)

10. Dissemination of information on safe refuge areas:

Students, mobility impaired staff, and other appropriate staff are informed of safe/refuge areas and emergency procedures by (Check all that apply):

      a. Letters to their home each semester or year.

      b. Special emergency procedures meetings each year.

      c. Included in orientation program for students with disabilities.

      d. Safe areas are discussed individually with each mobility impaired student.

      e. An access guide or other emergency procedures brochure outlining the safe areas on the campus is

         distributed.

      f. Displayed floor plans of emergency routes include safe areas.

      g. Safe areas have signs/stickers to visually mark them.

      h. There is no special procedure to inform students/staff of emergency procedures.

      i. Other, please explain.

72

Results: 9 use written information to inform students of emergency procedures

27 use some form of a meeting

13 use floor plans

6 use stickers

7 do not inform students specifically of emergency procedures for individuals with disabilities

(62/68 responded)

11. Notification of emergency personnel of location of individual with disability.

How do emergency personnel know that a mobility impaired person is waiting in a safe/refuge area? How is communication maintained?   (Please check all that apply):

a. Safe areas have a monitor, an able-bodied person who stays with mobility impaired people in an

emergency and who facilitates communication to a central location.

b. a list of mobility impaired students is made which includes their class schedules for emergency use.

c. Safe areas have two-way communication via intercom or walkie-talkie.

d. Safe areas have phones in them with the number of security or other office.

e. Other. (Please explain).

Results: 11 have no method of contacting a student with disability in an emergency

12 use room monitors

14 use lists

5 use communication devices to determine locations

6 use staff to sweep through and locate students

(48/68 responded)

12. Equipment for communication during emergency.

List equipment for communication during evacuation. (Please list type, use and number.)

Results: 12 use phones to communicate during an evacuation

15 use radios

8 use walkie-talkies

73

4 use community public safety

2 use a system of beepers/horns

3 have no procedure

(29/68 responded)

13. Emergency procedures for bomb threat.

In the event of a bomb threat, are your procedures the same as those for a fire? If not, what is different? Are students and others able to tell if there is a different emergency? How? (Check all that apply):

    a. In the event of a bomb threat, different coded bells are sounded so people can determine the natur of emergency.

    b. In the event of a bomb threat, students in wheelchairs use the elevator to evacuate in multi-story buildings. Please explain under what conditions.

    c. In the event of a bomb threat, students with disabilities and persons in wheelchairs go to the safe refuge areas, the same as a fire drill.

    d. In the event of a bomb threat, students in wheelchairs are evacuated, the same as in a fire.

    e. Other. Please explain your procedure for fire drills if different from the above.

Results: 17 use the elevator to evacuate in the event of a bomb scare

    39 have the same procedure as a fire (IN SELECTED CASES THIS INDICATED THERE IS NO PROCEDURE SEE #8)

    1 uses community public safety

(57/68 responded)

14. Procedures for other emergencies

Does your college have additional procedures for students with disabilities for other types of emergencies such as chemical spills, problems with fumes, nuclear lab accidents, etc.? (Check all that apply):

    a. Students with disabilities follow the same procedure as for a fire drill.

    b. Students with disabilities follow the same procedure as for a bomb scare.

    c. There are separate procedures developed. Please explain.

74

Results: 41 post-secondary institutions follow the same procedure as a fire or bomb threat (IN SELECTED

CASES, THIS INDICATED THERE IS NO PROCEDURE SEE #8)

12 have no policy for other types of emergencies

(49/68 responded)

15. Reports of real emergency experience.

Have you ever had experience in a real emergency? If yes, please detail events. What happened? What went

right? What went wrong? What would you have done differently?

Results: 27 postsecondary institutions had no real emergencies

15 had actual emergencies

8 were major emergencies

7 were minor emergencies

(42/68 responded)

F. University of Washington Student Disability Categories

DISABILITY DATA CATEGORIES AND EXAMPLES

DISABILITY DATA CATEGORIES	EXAMPLES
1 DEAF/HEARING	• **Deaf** (Documented need for interpreter and other services, meets definition of profound hearing loss) • **Severe Hearing Loss** (Documented need for adaptive equipment/note taker, etc., but not interpreter)
2 MOBILITY	• **Limited Gait or Range of Motion in lower and/or upper extremities** (amputee, hemiplegic, brace/crutch user, arthritis) • **Paraplegic** (wheelchair user, spinal cord injury or other condition limiting use of lower extremities, etc.) • **Quadriplegic** (wheelchair user, spinal cord injury or other condition limiting use of upper & lower extremities)
3 SPEECH/ LANGUAGE	• **Speech or Language Disorder** (stutterer, laryngectomy, articulation or fluency disorder, aphasia, dysphasia, dysarthria, dyspraxia, etc.)
4 LEARNING DISABILITY	• **Attention Deficit Disorder** (medical/psychological documentation of ADD) • **Dyslexia or Processing Deficits** (appropriate documentation for specific learning disability)
5 BLIND/VISUAL	• **Blind** (no light perception or by definition of legal blindness) • **Visual Disorders** other than blind (nystagmus, strabismus, cataracts, etc.)
6 CHRONIC/ACUTE HEALTH	• **Cancer** (Hodgkin's, leukemia, carcinoma, etc.) • **Cardiovascular/Pulmonary** (cardiac diseases, hypertension, atheriosclerosis, thrombosis, chronic bronchitis, asthma, emphysema, etc.) • **Orthopedic Conditions** (arthritis, osteoporosis, ankylosing spondylitis, degenerative disk, fractures, etc.) • **Organ, Blood, Gastrointestinal, Connective Tissue, Immune Disorders** (renal disease, diabetes, Lupus, CFS, HIV/AIDS, anemia, sickle cell, Crohn's Disease, fibromyalgia, diverticulosis, allergies, etc.)
7 NEUROLOGICAL/ CENTRAL NERVOUS SYSTEM	• **Motor Neuron** (cerebral palsy, seizures, multiple or amyotrophic sclerosis, Tourette Syndrome, Parkinson's, migraine, polio, Peripheral neuropathies, muscular dystrophy, etc.) • **Acquired Brain Injury** (head injury/trauma to brain from external or internal force such as: concussion, contusion, CVA, aneurysm, meningitis, abscess, brain tumor, etc.) • **Developmental Disability**
8 PSYCHOLOGICAL/ EMOTIONAL	• **Mental Disorders** (disorders diagnosed according to DSM-IV classifications such as: autism, schizophrenia, bi-polar, personality disorders, depression, anxiety, eating disorders, etc.)

G. Special Needs Populations Estimates by Category

*overlap is present between categories
♦reflects Academic Year best estimate during a weekday only, summer (mid June-August), special/sporting event, and weekend estimates are noted in subgroup estimates

Population	Census*♦	Subgroup Estimates*	Sources
Minors	~717	~**200** from Daycare Centers daily. avg~**27** infants, **60** toddlers, **110** preschoolers	**Shapiro**, Assistant Director, Benefits & Work/Life. 2005 estimate.
		~**10** at CHDD clinic daily, sometimes on special clinic days up to 30 or 40	**Hendricks**, Manager, Pediatric Care Center & Pediatrics Specialty Clinics, Center on Human Development and Disability 2005 estimate.
		~**20 DO-IT** 16 and 17 year olds in do-it summer program	**Zawada**, Project Coordinator, DO-IT. 2005 camp estimate.
		up to ~**800** in athletics summer programs	**Lydum**, Associate Athletic Director, Facilities/Events, Intercollegiate Athletics. 2005 camp estimate.
		~**350** children participating in UW Educational Outreach summer camps, ~**250** ages 6-12 in full day camps, ~**100** ages 13-17 in half-day camps	**Rome-Nagata**, Educational Outreach Specialist, UW Educational Outreach. 2005 estimate.
		~**150** UWMC weekend volunteers, high school age	**Davison**, Volunteer Coordinator, UWMC. January 2006 estimate.
		~**60-70** young scholars during academic year, 5th-10th grades	**Mosolf**, Assoc. Director, Halbert and Nancy Robinson Ctr for Young Scholars. 2005 estimate.
		~**400** young scholars in summer programs, 5th-10th grades	**Mosolf**, Assoc. Director, Halbert and Nancy Robinson Ctr for Young Scholars. 2005 estimate.
		337 registered students under 18	**Mildon**, Director of Student Academic Data Management. University Registrar, Office of the University Registrar. Fall quarter 2004 data. Does not include other campuses, Access students, foreign study programs. Includes young scholars, matriculated and non-matriculated students.

Population	Census*♦	Subgroup Estimates*	Sources
		~**220** EEU school, ages 0-6; ~**55** 0-14 months old infants in 1.5hr 1day/wk program, 15months-3yrs 2day/wk 1.5hr program, 3-5yrs have an AM and PM preschool program, 4yrs low income full day preschool, 5-6yrs 2 full day kindergartens	**Ramage**, Educator, Experimental Education Unit, Center on Human Development and Disability. 2006 estimate.
Individuals with Disabilities/ Medical Needs	~2994	~**800** visitors on football game days; ~**650** visitors qualifying for disabled parking, ~**150** elderly alums who may be frail	**Taylor**, Supervisor, Special Events, Parking Services. 2005 estimate.
		~**54** visitors on basketball game days qualifying for disabled parking	**Taylor**, Supervisor, Special Events, Parking Services. 2005 estimate.
		~**900** visitors during commencement qualifying for disabled parking	**Taylor**, Supervisor, Special Events, Parking Services. 2005 estimate.
		527 employees within last year on record with a declared disability	**Remick**, Assistant Provost for Equal Opportunity, Equal Opportunity Office. 2005 data.
		6 part-time staff at UW Recycling Center	**Kaufman**, Recycling Program Operations Manager Property and Transport Services. 2006 data.
		480 students w/ declared disability registered ; blind/visual 18, chronic health 114, deaf/hearing 27, learning disability 156, mobility 75, neurological CNS 36, Other function 5, psych/emotional 48, speech/language 1	**Mildon**, Director of Student Academic Data Management. University Registrar, Office of the University Registrar. Fall quarter 2004 data. Does not include other campuses, Access students, foreign study programs. Includes young scholars, matriculated and non-matriculated students.
		30-39 students in residence halls; **2** in UW owned apartment	**Gore**, Associate Director, Housing and Food Services. Fall 2005 data.
		~**135** children with disabilities at EEU school, ages 0-6; majority with autistic syndrome, 20 Down Syndrome, 5 moderate-severe medical conditions	**Ramage**, Educator, Experimental Education Unit, Center on Human Development and Disability. 2006 estimate based on reported proportion of slightly less than 2/3 of children in EEU programs having a disability that qualifies for special education.
		~**50** students in DO-IT two week summer program by second week	**Zawada**, Project Coordinator, DO-IT. 2005 camp estimate.

Population	Census*♦	Subgroup Estimates*	Sources
		~**8** deaf and hearing impaired students in night and day classes that have requested assistance	**Matthews**, Interpreter Coordinator, DSO. 2005 estimate.
		several patients/week at UWMC request American Sign Language interpreter	**Golley**, Manager, Interpreter Services, UWMC. 2005 estimate.
		~**100** visitor requests for assistance to DSO in 1 yr	**Matthews**, Interpreter Coordinator, DSO. 2004 estimate. Some requests serviced more than 1 person.
		375-400 UWMC hospital patients each day (85-95% capacity).	**Riley**, Assistant Administrator, Support Services, University of Washington Medical Center. 2005 estimate.
		~**1500 patients/day** at UWMC clinic and Roosevelt clinic	**Riley**, Assistant Administrator, Support Services, University of Washington Medical Center. 2005 estimate.
		CHDD UWMC clinic has daily avg. ~**10**, sometimes on special clinic days up to 30 or 40	**Hendricks**, Manager, Pediatric Care Center & Pediatrics Specialty Clinics, Center on Human Development and Disability 2005 estimate.
		9 UW Seattle students registered **65 and older**, 1 age 75, 1 age 74, 3 age 68, 3 age 67, 1 age 65	**Mildon**, Director of Student Academic Data Management. University Registrar, Office of the University Registrar. Fall quarter 2004 data. Does not include other campuses, Access students, foreign study programs. Includes young scholars, matriculated and non-matriculated students.
Non-English speakers	~**690**	~**400-800**, UW Outreach English Language Programs	**Johnston**, Senior Director, UW International Educational Outreach Programs. 2006 estimate.
		80-100 UWMC patients daily receive translation services plus any non speaking family members	**Golley**, Manager, Interpreter Services. Spanish and Russian are 50% of volume, but have up to 60 diff languages. 2005 estimate.
Animals	~**218,955**		**Phillips**, Director, Office of Animal Welfare. 2003 data. Includes comparative medicine, vet school, and other medical research

H. 2003 Research Animal Census

Facility Gross Square Feet (including service areas)	Species Housed in Facility	Approximate Average Daily Inventory

Actual Data Removed for Security Purposes

I. Table of Relevant Laws and Accreditation Requirements

Description	Reference
University Administrative Policy Statements, Emergency Management	13.1
Americans with Disabilities Act of 1990, titles I and II	42 U.S.C. §§ 12101 et seq., 29 CFR Parts 1630, 1602 (Title I, EEOC) and 28 CFR Part 35 (Title II, Department of Justice)
Marshalls Court Case in Maryland, settled out of court	Savage, et al. v. City Place Limited Partnership, et al., No. 240306-V (Cir. Ct. Montgomery County, Md. settlement entered 04/29/05)
University Handbook, parties responsible for maintaining safety at the University	Handbook Volume IV, Part Six, Chapter 4, Section 1
University Handbook, physical plant safety responsibilities	Handbook Volume IV, Part Six, Chapter 4, Section 4
University Handbook, Faculty and staff safety responsibilities	Handbook Volume IV, Part Six, Chapter 4, Section 1
Uniform Fire Code	NFPA. Uniform Fire Code. NFPA 2003.
Uniform Building Code	ICBO. Uniform Building Code. 3 Vol.s, ICBO 1997
National Electrical Code	NFPA/Construction Book Express. National Electrical Code. NFPA/Construction Book Express 2005
State Boiler and Unified Pressure Vessel Code	See http://www.lni.wa.gov/TradesLicensing/Boilers/files/forms/CSD1Survey.pdf
International Building Code	See http://www.iccsafe.org/
Local King County Codes	As a state entity the University is not required to follow local codes but does so voluntarily (Pers. Comm. Steve Charvat)
, requirements for University to improve accessibility for disabled persons	RCW 28B.10.910
, requirements to provide "reasonable accommodations" for UW owned or operated facilities	RCW 28B.10.914
Rehabilitation Act of 1973, sections 503 and 504 requiring disability accommodations	29 U.S.C. § 793, 41 CFR Part 60-741 and 29 U.S.C. § 794, 34 CFR Part 104 (Department of Education)

Description	Reference
Joint Commission on Accreditation of Healthcare Organizations, standards for hospital accreditation include safe facility design requirements for fire safety and employee training, that UWMC follows	See http://www.jcaho.org/
Title, Washington State Hospital Licensure requirements	WAC 296-46B-517, RCW 70.41.080
Washington State Daycare licensure requirements	388-295 WAC, http://bt.naccho.org/e-newsletter/Current/Oct-ChildCareGuide.htm
Association for Assessment and Accreditation of Laboratory Animal Care, standards for accreditation that the UW follows for all animal research facilities include having emergency plans	Institute of Laboratory Animal Research, Commission on Life Sciences, National Research Council. Guide for the Care and Use of Laboratory Animals National Academy Press: D.C. 1996. See http://www.aaalac.org/accreditation/rules.cfm
The Family Educational Rights and Privacy Act (FERPA), Federal law that protects the privacy of student education records and allows for the sharing of records in the case of emergency.	20 U.S.C. § 1232g; 34 CFR Part 99.31
Health Insurance Portability and Accountability Act of 1996	Public Law 104-191, 45 CFR
UW Administrative Policy Statements, pertaining to emergencies	APS 10-16.1

Introduction to Disability Resources for Students
University of Washington

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Seattle, WA 98195-5839
(206) 543-8924 V/TTY
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WHAT DOES THE DISABILITY RESOURCES FOR STUDENTS OFFICE DO?

The University of Washington Disability Resources for Students office (DRS) is firmly committed to ensuring that qualified students with documented disabilities are provided with an equal opportunity to participate in the variety of educational, recreational and social opportunities available at the University. The primary functions DRS performs towards this objective are the provision of academic accommodations for students with a documented, permanent or temporary physical, mental or sensory disability; resource and referral information and advocacy support as necessary and appropriate. (Non-academic accommodations must meet the same standards regarding documentation but are provided by the Disability Services Office on campus. See DRS staff for contact information.)

Academic accommodations for each student are determined on an individual basis with input from the diagnostician or physician (usually from the diagnostic report), the student and the Counselor or Director of the DRS office. Types of accommodations that may be provided include but are not limited to: notetaking, books on tape, Sign Language interpreters, room relocations, priority registration, and additional time on exams. The DRS office is an operational unit within the Division of Student Affairs. Staff of the DRS office include the Director, a Counselor, a Program Coordinator, a Learning Disabilities Specialist, hourly and student helper staff, as well as a large number of volunteers.

DRS is not involved in the process of admission to the University. For information regarding undergraduate admissions please contact the Office of Admissions at (206) 543-3511. For information regarding graduate admissions please contact Graduate Admissions at (206) 543-9686. If you would like to request that your disability be considered during the review of your admission application, please ask to speak with an admissions counselor for further information about this process.

WHAT IS THE HISTORY OF DISABILITY RESOURCES FOR STUDENTS?

The Disability Resources for Students office was established in 1978 following the passage of the first federal civil rights legislation for people with disabilities titled *The Rehabilitation*

Act of 1973. Section 504 of *The Rehabilitation Act of 1973* (usually just called *Section 504*)
describes specific protections from discrimination for people with disabilities as well as
Outlines appropriate and reasonable services for students with disabilities in postsecondary
education, e.g., academic accommodations, auxiliary aids, etc. In 1990, Congress passed a
second law known as *The Americans with Disabilities Act (ADA).* This law added further
support to *Section 504* and set in place additional protections from discrimination for people
with disabilities in such areas as employment, public transportation, public communication
systems and facility accessibility. Washington State, in 1994 passed a state law that is
referred to as *The Core Services Bill (House Bill 2327).* This law specifies 16 different types
of accommodations that students with disabilities should be offered if supported by a
documented disability-related need. Disability Resources for Students has played, and
continues to play, an active role in ensuring that the University programs and facilities are in
compliance with the above stated laws. These laws are available at DRS for your review.

WHO IS ELIGIBLE FOR SERVICES FROM DISABILITY RESOURCES FOR STUDENTS?

DRS provides services to students who are enrolled as matriculated students at the Seattle
campus, inclusive of the Evening Degree Program. Students who are enrolled at the Bothell
or Tacoma campuses can receive services from their respective campus. Academic
accommodations, if reasonable and appropriate, are provided to students with a documented
permanent or temporary physical, emotional or sensory disability. A student must provide
documentation of their disability in order to receive services. **Please call DRS to find out
the specific documentation requirements necessary for the diagnosis of your disability.**
Students with disabilities are strongly encouraged to contact the DRS office if they have any
type of disability that impacts their academic performance. There is no minimal or baseline
disability that one must have to receive services. If you have a disability that affects you
academically, you may be eligible for services.

HOW DO I REQUEST SERVICES THROUGH DISABILITY RESOURCES FOR STUDENTS?

Once a student has been admitted to the University, they should submit their documentation
diagnosing their disability to DRS and set up an "Intake Appointment." This meeting is for
the purpose of discussing your disability-related needs as a student and determining
reasonable accommodations. The documentation of your disability must support any
reasonable accommodations offered by DRS. The "Intake Appointment" should be done
well in advance of the quarter you plan to attend. Documentation of the diagnosed disability
should be sent to DRS prior to the "Intake Appointment" so that it may be reviewed before
the "Intake Appointment." As stated above, please contact DRS for the specific
documentation requirements. Students who are currently attending the University can set up
an "Intake Appointment" any time during their academic career at the University.
Accommodations may take time to coordinate so it is in your best interest to contact DRS as
soon as it is evident that services are needed. It is your responsibility to request
accommodations in a timely manner and accommodations are not offered retroactively.

WHAT ABOUT CONFIDENTIALITY?

It is your choice as well as your responsibility to disclose your disability to your professors if you want to receive disability-related accommodations in a particular class. To assist you in this process, DRS writes a letter for you to submit to your professor regarding your disability and accommodation needs. The type of disability you have may remain confidential to the professor if you prefer. DRS will not discuss or disclose information about you with the professor unless you have given us written permission to do so or have provided your professor with the letter from DRS. When talking with professors, we do not discuss your disability specifically, rather, we discuss the implementation of specific accommodations.

DRS keeps your records and status of your disability in the strictest of confidence. Release of any information regarding your disability or the services you receive, will only occur through your written permission or in accordance with the *Family Educational Rights and Privacy Act of 1974 (FERPA) or WAC 478-140-010* which may compel us to release information on a need to know basis to UW officials or staff.

WHEN IS THE DISABILITY RESOURCES FOR STUDENTS OFFICE OPEN?

DRS is open from 8:00 a.m. until 5:00 p.m., Monday through Friday. DRS is closed on all of the holidays observed by the University. You may contact the office directly by coming into the office, calling or e-mailing. The address, phone and e-mail address are listed on the first page of this document.

CAMPUS RESOURCE LIST FOR PROSPECTIVE & NEWLY ADMITTED STUDENTS WITH DISABILITIES

Seattle Area Code - 206
University of Washington -- Main Campus Operator 206-543-2100.

ACADEMIC ADVISING —

The **Undergraduate Advising Center** provides assistance to pre-major and pre-professional students, including planning of quarterly schedules, counseling on choice of majors, help with administrative problems, information on all U.W. major programs, low-scholarship probation counseling, or help with pre-law, pre-medical, or pre-dental advising. The office is in room 171 in Mary Gates Hall. Phone: 206-543-2550.
Web address: http://www.washington.edu/students/ugrad/advising/advuac.html. Academic advising is also available in the individual departments, schools and colleges throughout the University.

ACCESS TECHNOLOGY LAB (ATL) —

The ATL provides resources to improve access to computing resources for University of Washington students, faculty, and staff with disabilities. They provide a variety of computers, software and special equipment in the lab as well as, the lab staff can provide an introduction to adaptive technology, advice on how to best meet an individual's disability-related needs, basic training and documentation on the hardware and software available in the labs and accessible electronic resource design consultation and testing. The ATL is located in the Mary Gates Hall Computing Resource Center (CRC). There are also machines with adaptive hardware and software located on the second floor of the Odegaard Undergraduate Library (OUGL). Contact information: 206-685-4144 (V/TTY), atl@u.washington.edu (e-mail), http://www.washington.edu/computing/atl.

ADMISSION FORMS AND INFORMATION —

Undergraduates and Fifth-year Students —

For information about undergraduate admission to the University of Washington, or to obtain an application, contact the Office of Admissions-
      On The Internet: http://www.washington.edu/students/uga/mailto/
      By The Telephone: 206-543-9686
      By Postal Mail: Office of Admissions, Box 355852, Seattle, WA 98195-5852
      In Person: Schmitz Hall, Room 320, 1410 NE Campus Parkway

For DOMESTIC Non-International-graduate applicants:
Applicants may go to the web at http://www.grad.washington.edu, call **Graduate Admissions** at 206-543-5929, or email: uwgrad@u.washington.edu for further information.

For INTERNATIONAL graduate applicants:
Applicants may go to the web at http://www.grad.washington.edu, e-mail intlgrad@u.washington.edu or call **Graduate Admissions** at 206-543-5929 for further information.

The mailing address of the Office of Graduate Admissions is: 301 Loew Hall, P. O. Box 84808, Seattle, WA 98124-6108.

ASSOCIATED STUDENTS OF THE UNIVERSITY OF WASHINGTON (ASUW) —

The **ASUW** provides services, programs, and employment for students and initiates and coordinates student participation on various University committees. The ASUW office, which houses the Board of Directors and the elected student government representatives, is on the first floor in the HUB Room 104C-K. Their phone is 206-543-1780.

CENTER FOR CAREER SERVICES —

Information about resumes, job offers and salary negotiation, summer jobs and internships and a wide variety of careers and employment is available at the **Center for Career Services**. Each year over 200 employers recruit students for internships and career positions. Visit the center early to find out about campus recruiting and our calendar of events. Browse through the Career Information Library and Job listings. Personal assistance from a counselor is offered, as well as seminars in resume writing, writing letters of application, and interview techniques including mock interviews with a counselor. Workshops on researching the job market are available. Counselors are available to meet one-on-one with students and assist in career exploration and planning. Visit the center's web site at: http://depts.washington.edu/careers/ or come by the office at 134 Mary Gates Hall, 206-543-0535.

CHILDCARE PROGRAM —

Eligible students who are parents are provided with direct financial assistance to purchase services at licensed childcare facilities in the greater Puget Sound area. To apply, you must submit the Free Application for Federal Student Aid FAFSA-form and a Childcare Request Form. These forms are available at the **Childcare Coordinating Office** or online. For more information or for forms, contact the Childcare Coordinating Office at 482 Schmitz, call 206-543-1041 or, visit the website at: http://www.washington.edu/ovpsa/childcare.

COUNSELING —
The **Counseling Center**, staffed by doctoral and master's level psychologists and counselors, provides services to UW students. Services provided include: Individual, couple and group psychotherapy; biofeedback therapy; light therapy; individual and group career counseling; study

skills workshops; other workshops. They have previously sponsored a support group for students with disabilities. An intake is required for all services except group career counseling and workshops. For information, visit the Center at 401 Schmitz Hall or call 206-543-1240. You may also browse their website at: http://depts.washington.edu/scc/.

The University of Washington also has a **Mental Health Clinic** located at the **Hall Health Primary Care Center**. They offer a variety of services to students, alumni, staff, faculty and members of the community at large. The services include crisis intervention, individual, couple, family and group therapy; medication evaluation and management; and referral as appropriate to other campus or community resources. Groups focus on specific issues such as eating disorders, mindfulness-based cognitive therapy and other issues specific to men and women. Please call 206-543-5030 for clinic information or visit their website at: http://www.hallhealthcenter.com. Click on "Mental Health" under "Specialty Care Clinics".

DO-IT (Disabilities, Opportunities, Internetworking, and Technology) —

The DO-IT program serves to increase the participation of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation and employment. Primarily through grant funding, DO-IT offers assistance to and for individuals with disabilities in the areas of adaptive technology, college transition, disability awareness, library and lab access, access to employment, universal design and access to electronic communities and resources. For more information contact DO-IT: 206-685-3648 (V/TTY), doit@u.washington.edu (e-mail), http://www.washington.edu/doit.

FINANCIAL AID —

For general information and application instructions, visit the website at http://www.washington.edu/students/osfa/. You can contact the **Office of Student Financial Aid (OSFA)** at 206-543-6101, e-mail at osfa@u.washington.edu or write to the Office of Student Financial Aid, University of Washington, 105 Schmitz, Box 355880, Seattle, WA 98195-5880. You can apply for financial aid on-line by going to the OSFA website. You can also request information and the financial aid form, Free Application for Federal Student Aid, or FAFSA to be sent to you. New forms for the upcoming year are generally available in December. For priority consideration, your FAFSA must be transmitted/sent by February 15 and dated as received by the federal processor by February 28. You must list the "University of Washington-Seattle," Code #003798. You may apply after the deadline, but you may not be eligible for any priority funds. Disability Resources for Students has a listing of some scholarships available to students with disabilities, as well as referral/resource information to assist your independent search for available scholarships. Call 206-543-8925 V/TTY), e-mail us at uwdss@u.washington.edu or visit 448 Schmitz Hall.

A helpful resource for you regarding financial aid is the **HEATH Resource Center**, which produces a yearly update on financial aid for students with disabilities. Their e-mail is: HEATH@ace.nche.edu. Their website is http://www.heath-resource-center.org

HOUSING —

If you have a disability that might require accommodations for your housing assignment, you should contact Disability Resources for Students (DRS) at 206-543-8924 (V/TTY) or at uwdss@u.washington.edu as soon as possible, in addition to completing the housing application. The University Housing and Food Services have been and continue to be very committed to ensuring that qualified students with documented disabilities are appropriately and reasonably accommodated. It is important to apply in advance of the application deadlines, as well as, to check the Housing and Food Services website at http://hfs.washington.edu/ throughout the year for updates.

MINORITY AFFAIRS —

The **Office of Minority Affairs (OMA)** provides a variety of services for UW students, primarily but not exclusively those from backgrounds historically underrepresented in higher education. The Vice President for Minority Affairs oversees OMA's programs. Location: 394 Schmitz Hall. Phone: 206-685-0518 E-Mail: askoma@u.washington.edu. Some of the services provided by OMA include:
- **The Advising/Counseling Center** which assists students with freshman orientation, development of quarterly programs of study, graduation planning, career counseling, and help with many other issues facing undergraduates
- **The Instructional Center** whose services include drop-in tutoring, academic workshops, review sessions, access to practice exams, and computer facilities
- **Student Support Services** (SSS) which offers counseling and instructional assistance specifically for a targeted group of students from low-income/first-generation and students with disabilities
- **McNair Scholars/Early Identification Programs** which both help students prepare for graduate or professional school admission
- **The Ethnic Cultural Center** which is the center for student-organized multicultural events, activities and programs on campus.

ON-CAMPUS TRANSPORTATION —

The **Dial-A-Ride** shuttle provides rides around campus for students, faculty and staff with documented mobility limitations. Eligibility for regular use of this service by students is established by Disability Resources for Students and is based upon a documented disability-related need. More information may be found on the web at www.washington.edu/admin/dial or by calling DRS at 206-543-8925 V/TTY-or Dial-A-Ride at 206-685-1511. Metro also has several accessible bus routes that come to campus. Call Metro Customer Service at 206-553-3060 for more information.

PARKING —

Disability parking designators are available for persons with disabilities for parking in an assigned disability parking place, and/or in multiple areas. Parking accommodations are made for permanent and temporary disabilities. Students should contact Disability Resources for Students at 206-543-8925 V/TTY to make a request for an accommodation. If you already have a non-expired Washington State disability placard, be sure to present it and your I.D. card or the letter you received from the Washington State Department of Licensing with your placard to DRS when making your

request. Non-expired disability placards and issuing information from other states are acceptable. Students with disabilities are responsible for paying the standard parking fees; however, there is no extra fee for a disability designator on a permit.

RECREATIONAL SPORTS PROGRAMS —

There are opportunities to participate in a variety of sports and fitness activities for all levels of skill at accessible facilities. A current UW Student ID Card is required for use of the Intramural Activities Building (IMA). Inside the IMA, you will find a fitness center with a variety of free weights, single-station weight machines, and cardio machines, in addition to a swimming pool with a wheelchair lift and other sports facilities. Opportunities are provided to participate in 18 women's, men's and co-rec both men and women-team, dual and individual intramural sports. You may also enroll in 30 different sports and fitness classes, or join some 29 different sports clubs. For more information you may telephone 206-543-4590 or visit their website at: http://depts.washington.edu/ima/.

SCHOLARSHIP PROGRAM—

General scholarship opportunities and scholarships specific to students with disabilities may be available. Phone: 206-616-6023. Resources are available on the Web: www.washington.edu/students/ugrad/scholar, including dates, times and locations for workshops and database of scholarship opportunities. For basic advising and appointments, send an email to: scholarshipq@u.washington.edu. The scholarship program is located in Mary Gates Hall, Room 310.

U.W. GENERAL COURSE CATALOG —

The catalog may be purchased from the **University Book Store**, 4326 University Way N.E., Seattle, WA 98105. Orders may be placed over the phone at 206-634-3400 or online at: www.bookstore.washington.edu. Please specify if you would like the Graduate or Undergraduate catalog.   Delivery will require a few weeks. Catalogs may also be purchased at other University Book Store locations. There is one in the HUB and South Campus Center on the Seattle Campus, Downtown Seattle, Bellevue, Bothell, and Tacoma.

<div align="center">

University of Washington
Disability Resources for Students
448 Schmitz, Box 355839
Seattle, WA 98195-5839
206-543-8924 (V/TTY)
email: uwdss@u.washington.edu

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K. AHEAD Dissemination Chart

Taken from:

Farrell, Mary L, Ed. <u>Adapting Emergency Procedures on Campus for Individuals with Disabilities</u>. Association on Higher Education and Disability. Boston 2001.

Accessible Formats for Dissemination of Emergency Information for Individuals with Disabilities

Method of Dissemination	Type of Disability			
	Hearing Loss	**Learning Disability**	**Mobility Impairment**	**Visual Impairment**
Text (written plan, memos, brochures/ pamphlets	print copy* reader video**	print copy* reader video	audio copy reader	braille copy audio copy reader enlarged print magnifier copy on disk computer text enlarger
Signage	clear print pictorial symbols	clear, simple text pictorial symbols	clear print posting at eye level for wheelchair user	braille/raised pictorials enlarged print "talking signs" magnifiers
Workshops/ Seminars	video** written handouts assistive listening devices interpreter	video	accessible location	braille/audio handouts
Videos	closed captioning interpreter			audio description

*text checked for clarity and readability
**video with captions

L. AHEAD Self-Evaluation Checklist
Taken from:
Farrell, Mary L, Ed. <u>Adapting Emergency Procedures on Campus for Individuals with</u>
    <u>Disabilities</u>. Association on Higher Education and Disability. Boston 2001.

Self-Evaluation Checklist

The following checklist may be used as a self-evaluation instrument to determine if the current emergency planning process and documents address the needs of individuals with disabilities.

A. The Planning Process

1. Establishes the legal basis for developing the plan and clarifies the authority for implementation. This may include seeking legal advice as to the status of the college in times of emergency.

__Addressed ___Not Addressed

2. Identifies appropriate local and state agencies and community emergency services available for consultation and coordination of services for individuals with disabilities.* For example:
    Federal Emergency Management Agency (FEMA)
    Department of Defense
    Health Department
    Emergency Management/Civil Defense Agency
    Red Cross
    Hospitals
    Fire Department
    Law Enforcement Agencies
    Ambulance Services
    Salvation Army
    Mennonite Disaster Relief
    City Manager's Office
*usually these agencies have basic plans to use and build upon

__Addressed ___Not Addressed

3. Organizes and coordinates personnel, committees, or task forces, responsible for emergency planning and procedures

    a. insures that personnel committees or task forces responsible for emergency planning and procedures seek input from individuals with disabilities __Addressed ___Not Addressed

    b. provides for input by individuals with disabilities in the planning process
__Addressed ___Not Addressed

4. Identifies the office/personnel responsible for emergency planning for the entire campus structure and for individuals with disabilities in particular

    a. insures that personnel committees or task forces responsible for emergency planning and procedures seek input from individuals with disabilities __Addressed ___Not Addressed

    b. provides for input by individuals with disabilities in the planning process
__Addressed ___Not Addressed

5. Addresses emergency procedures at different levels, e.g., the building, office, or department level

    a. provides for input by individuals with disabilities in the planning process
__Addressed ___Not Addressed

M. Red Cross Worksheets

Taken from: http://www.redcross.org/images/pdfs/preparedness/A4497.pdf

COMPLETING A PERSONAL ASSESSMENT

Y ou should decide what you will be able to do for your-self and what assistance you may need before, during, and after a disaster. This will be based on the environment after the disaster, your capabilities, and your limitations. To complete a personal assessment, make a list of your personal needs and your resources for meeting them in a disaster environment. Consider the following information as you make your personal assessment.

Think about the following questions and note your answers in writing or record them on a tape cassette that you will share with your net-work. These answers should describe both your physical capabilities right now and the assistance you will need during the time that the disaster disrupts your normal routine. Base your plan on your lowest anticipated level of functioning.

Daily Living

Personal Care Do you need assistance with personal care, such as bathing and grooming? Do you use adaptive equipment to help you get dressed?

My Capabilities Today | Assistance I Need Because of Disaster

Water Service What will you do if water service is cut off for several days or if you are unable to heat water?

My Capabilities Today | Assistance I Need Because of Disaster

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Personal Care Equipment Do you use a shower chair, tub transfer bench, or other similar equipment?

My Capabilities Today | Assistance I Need Because of Disaster

Adaptive Feeding Devices Do you use special utensils that help you prepare or eat food independently?

My Capabilities Today | Assistance I Need Because of Disaster

Electricity-Dependent Equipment How will you maintain access to use equipment that runs on electricity, such as dialysis, electrical lifts, etc.?

My Capabilities Today | Assistance I Need Because of Disaster

How well you prepare and how much you practice before a disaster occurs will determine how successfully you deal with and recover from disasters. Your personal disaster preparation is a continuing process. It helps you and your network identify, get, develop, manage, and maintain the information and resources you will need to deal with a disaster when it happens.

Make a personal disaster plan. This will help you organize information you will need and after a disaster.

Prepare yourself based on the capabilities and limitations you believe you will have after the disaster. Also keep in mind that your usual ways of support and assistance may not be available to you for some time during an evacuation and after the disaster has occurred.

Will need and activities you will do during and after a disaster.

Make a personal disaster plan. This will help you organize information you will need and activities you will do during and after a disaster. Refer to page 22 for a summary of these activities. Key items in a personal disaster plan are described below. Keep copies of your disaster plan in your disaster supplies kit, car, wallet (behind driver's license or primary identification card).

Emergency Information List — Make an emergency information list that you and your network can use. This list will let others know whom to call if they find you unconscious, unable to speak, or if they need to help you evacuate quickly. Besides emergency out-of-town contacts, your list should include the names and numbers of everyone in your network.

Wheelchair pack or at work, etc. Also, share your disaster plan with your network.

Ask a relative or friend who lives more than 100 miles away from you to be your "contact person." Keep in mind that a caller is more likely to connect with a long distance number outside the disaster area than with a local number within it. In fact, all family members in a disaster area should call the contact person and give their location and condition. Once this is done, have the contact person give messages to your other friends or primary.

Mobility Aids. What will you do if you cannot find your mobility aids, or cannot find or use equipment necessary for your service animal?

My Capabilities Today	Assistance I Need Because of Disaster

Ramp Access. What will you do if your ramps are shaken loose or become separated from the building?

My Capabilities Today	Assistance I Need Because of Disaster

Service Animals/Pets. Will you be able to care for your animal (provide food, shelter, veterinary attention, etc.) during and after a disaster? Do you have another caregiver for your animal if you are unable to meet its needs?

My Capabilities Today	Assistance I Need Because of Disaster

if you have a communication disability, make sure your emergency information list notes the best way to communicate with you.

Use the form on page 47 to fill out medical information.

and relatives who live outside the disaster area. This will help reduce calling into and out of the affected area once the phones are working.

If you have a communication disability, make sure your emergency information list notes the best way to communicate with you. This may be by writing notes, pointing to letters, words, or pictures, or finding a quiet place.

Medical Information List

Complete a medical information list that you and your network can use. The list should have information about your medical providers. Also include the names of medications you take and their dosages, when you take a medication, the condition for which you take a medication, the name of the doctor who prescribed it, and the doctor's phone number. It is important to record any adaptive equipment you use, your allergies and sensitivities, and communication or cognitive difficulties you may have. Keep this list attached to your emergency information list (described above).

MEDICAL INFORMATION LIST

Attach copies of health insurance cards and related information to the medical information list. Keep at least a seven-day supply of essential medications with you at all times. Work with your doctor(s) to get extra supplies of medications and extra copies of prescriptions. Talk with your doctor or pharmacist about what you should do if you do not have enough medicine after a disaster and a disaster cannot immediately get what you need. Be sure you ask about the shelf life of your medications and the temperatures at which they should be stored. Determine how often you should replace stored medication. This helps ensure that a medicine's effectiveness does not weaken because of long storage time.

Note: If you take medications (such as methadone, chemotherapy, or radiation therapy) administered to you by a clinic or hospital, ask your provider how you should prepare for a disruption caused by a disaster.
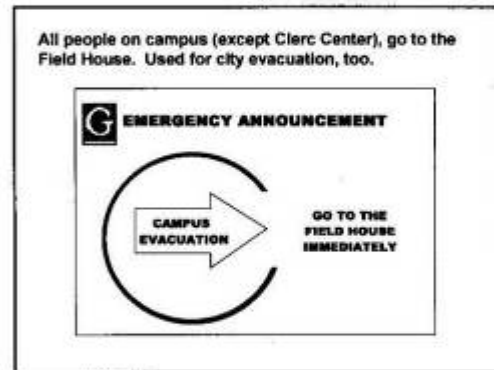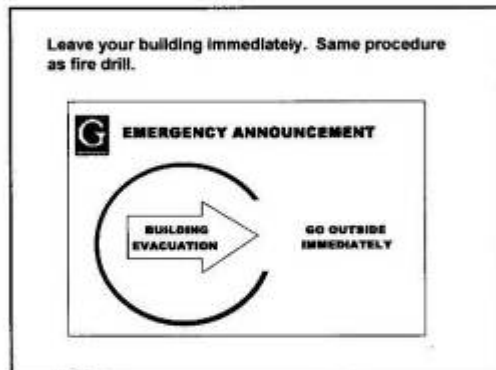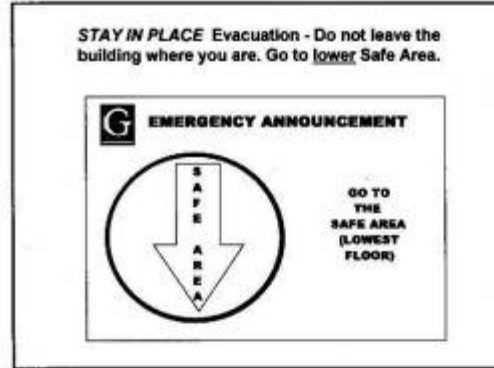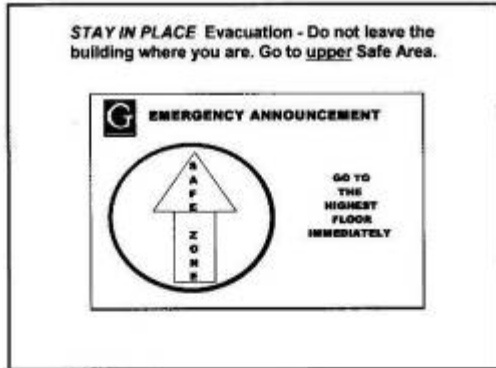
N. Maps of Accessible Rooms in University Housing

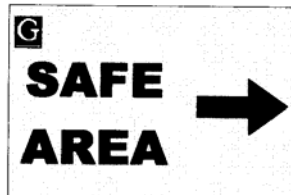Please contact the UW Office of Emergency Management for these maps.

O. Sprinkler Systems

Please contact the UW Office of Emergency Management for the list of buildings.

P. Gallaudet University Signage for Areas of Refuge

STAY IN PLACE Evacuation - Do not leave the building where you are. Go to upper Safe Area.

EMERGENCY ANNOUNCEMENT

SAFE ZONE

GO TO THE HIGHEST FLOOR IMMEDIATELY

STAY IN PLACE Evacuation - Do not leave the building where you are. Go to lower Safe Area.

EMERGENCY ANNOUNCEMENT

SAFE AREA

GO TO THE SAFE AREA (LOWEST FLOOR)

Leave your building immediately. Same procedure as fire drill.

EMERGENCY ANNOUNCEMENT

BUILDING EVACUATION

GO OUTSIDE IMMEDIATELY

All people on campus (except Clerc Center), go to the Field House. Used for city evacuation, too.

EMERGENCY ANNOUNCEMENT

CAMPUS EVACUATION

GO TO THE FIELD HOUSE IMMEDIATELY

SIGNS POSTED ON ALL SAFE AREA DOORS OR ENTRIES

SAFE AREA

Follow these signs in your building to the Safe Area.

SAFE AREA

Follow these signs in your building to the Safe Area.

SAFE AREA →

Follow these signs in your building to the Safe Area.

← SAFE AREA